DOCUMENT RESUME

ED 131 190 CE 007 551

TITLE	A Project to Determine Teaching Content. Final Report.
INSTITUTION	Middle Tennessee State Univ., Murfreesboro.
SPONS AGENCY	Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.
REPORT NO	VT-103-377
PUB DATE	[76]
NOTE	139p.
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS	*Administrative Personnel; *Administrator Attitudes; Administrator Education; Conferences; Surveys; *Task Analysis; *Vocational Directors; Vocational Education

ABSTRACT

The purposes of this study were to identify specific tasks performed and information needed by vocational education administrative personnel in Tennessee, and to explore innovative approaches for utilizing this information in staff development activities. Each of the three administrator groups participated in a conference to identify tasks performed and information needed for vocational administrators. The resultant list was mailed to all members of each appropriate group in Tennessee who were to rate the items in terms of importance and frequency of performance. The report describes the procedures utilized in developing the lists, presents the lists and related information identified for each of the three administrative groups, and summarizes the reactions of vocational administrators throughout Tennessee with regard to the importance and frequency of performance of each task or item of information. The report also describes the conference conducted to develop methods for training new vocational administrators and existing personnel, utilizing the newly acquired information from the previous conference and survey. One-half of the report consists of appendixes containing lists of conference participants, conference and survey related materials, sample survey forms, and conference evaluation forms. (NJ)

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FINAL REPORT: A PROJECT TO DETERMINE TEACHING CONTENT

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CE007551

ACKNOWLEDGMENTS

Appreciation is extended to each of the following individuals for their contributions during the initiation, preplanning, and implementation stages of this project: Jonah Fitch, Assistant Commissioner of Vocational-Technical Education, Tennessee State Department of Education; William M. Harrison, Executive Director, Tennessee Advisory Council of Vocational Education; Maurice Jackson, Jr., Director, Area Vocational-Technical Schools, Division of Vocational Education, Tennessee State Department of Education, H. D. Jared, Director, Field Services, Division of Vocational-Technical Schools, Tennessee State Department of Education; Dr. S. B. Keathley, Professor, Middle Tennessee State University, Retired, Mrs. Judy Trent, Secretary for Mr. Charlie M. Dunn; and Miss Melissa Harrison, Secretary for Vocational Administrators Conference.

Charlie M. Dunn

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SECTION I

INTRODUCTION

Rationale

Continued expansion of vocational and technical education has resulted in the need for additional supervisory and administrative personnel. In addition to the need for new personnel, ways and means of upgrading personnel are needed. These positions include local directors of vocational education, assistant principals and principals in charge of vocational education in comprehensive high schools, administrators of vocational education centers, superintendents and assistant superintendents of area vocational-technical schools, regional and state supervisors, and administrative personnel in community colleges and technical institutes.

It is recognized that there are various related programs offered by colleges and universities including education administration, business administration, and vocational education administration and supervision. These programs, however, are offered in the traditional manner, comprehensive in nature, and there is question whether they are designed to adequately prepare vocational education administrative and supervisory personnel to perform effectively and efficiently in highly specialized positions.

Purpose of the Project

The purpose of this project was twofold: (1) to identify specific tasks performed and items of information needed by vocational education

personnel in various administrative and supervisory positions in Tennessee, (2) to explore innovative approaches in the utilization of this information to train new vocational administrators and upgrade existing personnel. The three administrative areas of concern were superintendents of area vocational-technical schools, assistant superintendents of area vocational-technical schools, and regional supervisors of vocational education. Local directors of vocational education were not included in this project because the desired data had already been obtained through a project conducted by the University of Tennessee.[1]

Methodolgy

A conference, composed of from 12 to 15 experienced administrators and led by a conference leader experienced in utilizing the conference method, was conducted for each of the three administrative groups. The purpose of each conference was to identify the tasks performed and information needed by persons employed in the administrative position represented by the members of that conference.

At the conclusion of each conference a list of the data obtained during the conference was mailed to all of the members of each appropriate administrative group in the State of Tennessee. That is, all superintendents of area vocational-technical schools were mailed the tasks and information identified as a result of the conference composed of area vocational-technical school superintendents, all assistant superintendents were mailed the tasks and information identified in the

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[1]Holt, Raymond A. and George W. Wiegers, The Role of the Director of Vocational Education at the Public School District Level in the State of Tennessee, Knoxville, Department of Vocational Education, The University of Tennessee.

assistant superintendents' conference, and all regional supervisors of vocational education were mailed the data resulting from the regional supervisors' conference. Each administrator was then asked to rate each item in terms of importance and the frequency with which it is performed. A more detailed account of the methodology as well as the results of the survey may be found in subsequent sections of this report.

Definitions

Area Vocational School ". . . . vocational school used exclusively or principally for the provision of vocational education to persons who have completed or left school and who are available for study in preparation for entering the labor market."[2]

Assistant Superintendents of Area Vocational-Technical Schools. They are directly responsible to the director and in his absence assume the responsibility of the Superintendent. They supervise the instructors, may serve as coordinator of the evening program and assist the director in planning, organizing, and directing the instructional programs. They shall perform such other duties as may be assigned by the appropriate school head."[3]

Directors (Superintendents of Area Vocational-Technical Schools). They shall direct and/or supervise all programs conducted within the school to which assigned. They shall be responsible for making surveys,

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[2]U. S. Department of Health, Education, and Welfare, Office of Education, State Vocational Education Programs, Federal Register, XXXV, (No. 91), May 9, 1970, p. 7335.

[3]Tennessee State Board for Vocational Education, Tennessee State Plan for the Administration of Vocational Education, 1975-1976, Part I, Administrative Positions, (Murfreesboro: Vocational Curriculum Laboratory, 1975), pp. 15, 15a.

evaluation and improvement. They shall also maintain close contact with business and industry in the area served by the school, in order for the instruction to be suited to the needs and in order to keep up to date on employment opportunities and manpower requirements."[4]

Regional Supervisors of Vocational Education. "(Agricultural Education, Distributive Education, Health Occupations Education, Trade and Industrial Education, Home Economics Education, Vocational Office Education, Industrial Arts Education, Office Occupations). Each Specialist I shall be responsible to the appropriate Chief, Director and/or Specialist II as indicated in the organizational chart. Their primary responsibility is to provide the necessary supervision of programs, services, and activities organized and conducted under the provisions of the State Plan. Specialist I shall also perform such other duties as may be assigned by their administrative unit or section head."[5]

Organization

The remainder of this report is organized as follows. Section II describes the procedures utilized in developing the lists of administrative tasks and items of information. This material is then analyzed in Section III. Included in this section is a list of the tasks and information for each of the three administrative groups as well as the rating of each item in relative importance and frequency of performance. Section IV describes the conference which was conducted in an effort to utilize the newly acquired information for the purpose of training new administrators

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[4]Ibid., p. 15.

[5]Ibid., pp. 6-7.

and upgrading existing personnel. The final section reviews the project and makes recommendations for future use of the material.

SECTION II

DATA COLLECTION PROCEDURES

Introduction

Three small group conferences were conducted in an effort to identify a list of the tasks performed and the related information required of superintendents of area vocational-technical schools, assistant superintendents of area vocational-technical schools, and regional supervisors of vocational education. The conference participants were selected by state staff personnel on the basis of their experience in their respective fields of work. Conference leaders were selected on the basis of their experience with the conference leading technique.

Upon the completion of each conference, the resulting lists of tasks and related information were verified through rating scales mailed to all of the appropriate administrators in Tennessee. A more detailed discussion of the procedures utilized for each administrative group follows.

Superintendents of Area Vocational-Technical Schools

Mr. Charlie M. Dunn, project director, arranged for a two-day conference conducted by Dr. S. B. Keathley on October 8 and 9, 1974, at the Ramada Inn in Murfreesboro, Tennessee. A sample letter of invitation, a copy of the agenda, and a list of the 12 superintendents of area vocational-technical schools who participated in the conference may be found in Appendix A. As a result of the conference, 19 areas

of responsibility and 66 specific activities relating to those responsibilities were identified and listed.

This data was then put in an appropriate form and mailed to all of the 26 superintendents of area vocational-technical schools in Tennessee. Each superintendent was asked to rate the relative importance of each activity by checking one of five categories. The five categories were: great importance, much importance, some importance, little importance, and no importance. In addition, they were asked to identify the frequency with which each activity was performed by checking one of four categories. The four categories were: frequently, occasionally, seldom, and never. The superintendents were also encouraged to add and rate additional activities which they felt had been omitted from the list. Finally, the superintendents were asked to place each of the 66 activities in one of the 19 general areas of responsibility. However, there was very little agreement on behalf of the administrators with regard to the category in which each task belonged; and, as a result, this information was discarded. A copy of the first page of the three rating forms as well as the accompanying memorandum may be found in Appendix B.

Twenty-four of the 26 superintendents, or 92 percent, completed and returned their surveys. One school was in the process of changing administrations, and both the incoming and outgoing superintendnets returned the survey resulting in a total of 25 respondants. Their names and addresses may be found in Appendix C. The results of their reactions are described in the next section of this report. When contacted during the follow-up, the two who did not return their survey replied that they had not received a copy of the instrument.

Assistant Superintendents of Area Vocational-Technical Schools

On April 22 and 23, 1975, Mr. Charlie M. Dunn conducted a two-day conference at the Ramada Inn in Murfreesboro, Tennessee. A sample letter of invitation, a copy of the agenda, and a list of the 11 assistant superintendents of area vocational-technical schools who participated in the conference may be found in Appendix D. As a result of the conference, 11 general areas of responsibility were identified. The specific activities relating to each of the eleven general areas of responsibility were also identified. This resulted in a total of 135 different supervisory activities.

This data was then put in an appropriate form and mailed to all of the 34 assistant superintendents of area vocational-technical schools in Tennessee. Each assistant superintendent was asked to rate the relative importance of each activity by checking one of five categories and the frequency by checking one of four categories in the same manner the superintendents had. Again, participants in the survey were encouraged to identify and rate additional activities which they felt had been omitted from the list. Because the members of the conference had already classified each activity within a broad area of responsibility, the need for this step was eliminated. A copy of the first page of the two rating forms as well as accompanying memorandum may be found in Appendix E.

One hundred percent of the 34 assistant superintendents returned their surveys. A list of their names and addresses may be found in Appendix F. The results of their reactions are presented in the next section of this report.

Regional Supervisors of Vocational Education

Dr. S. B. Keathley conducted a two-day conference on June 23 and 24, 1975, at Middle Tennessee State University. A sample letter of invitation, a copy of the agenda, and a list of the twelve regional supervisors who participated in the conference may be found in Appendix G. As a result of the conference, 52 activities of regional supervisors of vocational education were identified.

This data was then put in appropriate form and mailed to all of the 29 regional supervisors of vocational education in Tennessee. Each regional supervisor was asked to rate the relative importance of the activity by checking one of five categories and the frequency with which the activity is performed by checking one of four categories. The categories were identical to those used in the superintendent and assistant superintendent surveys. Area supervisors were also encouraged to identify and rate additional activities which they felt had been omitted from the list. No attempt was made to place the activities in general categories of responsibility. A copy of the first pages of the two rating forms as well as the accompanying memorandum may be found in Appendix H.

One hundred percent of the 29 area supervisors returned their surveys. A list of their names and addresses may be found in Appendix I. The results of their reactions are presented in the next section of this report.

Summary

Selected superintendents of area vocational-technical schools, assistant superintendents of area vocational-technical schools, and

area supervisors of vocational education participated in small group conferences in an attempt to identify the tasks and related information required of the respective positions. These lists of tasks were verified, and the relative importance of each task and the frequency of performance was determined through a mail survey of the appropriate vocational administrators in Tennessee. The results of these surveys may be found in the next section of this report.

SECTION III

TASKS AND ITEMS OF INFORMATION

The primary objective of this project was to identify the specific tasks performed and the items of related information required of superintendents of area vocational-technical schools, assistant superintendents of area vocational-technical schools, and regional supervisors of vocational education. This section lists the tasks and related information identified for each of the three administrative groups and summarizes the reactions of vocational administrators throughout Tennessee with regard to the importance and frequency of performance of each task or item of information. The reactions are the result of the mail survey described in Section II of this report.

The information is summarized in the three tables which follow. One table is provided for each of the three administrative groups. In each table, the tasks or information topics are listed in the order of their importance. The order of importance was determined by assigning a value of 5, 4, 3, 2, or 1 respectively to the possible administrative ratings of great importance, much importance, some importance, little importance, or no importance. The mean of the administrators' rating for each task was then calculated to determine their rank order. The number of no responses for each item was recorded in the tables. However, they were not utilized in the calculation of the mean ratings.

The mean ratings and rank order with respect to the frequency with which each task or item of information is performed or required is also stated in each table. The mean was calculated by assigning a value of 4, 3, 2, and 1 respectively to the possible administrative ratings

of frequently, occasionally, seldom, and never. Again, the number of no responses were indicated but were not utilized in the calculations.

Table I

VOCATIONAL SCHOOL SUPERINTENDENTS ACTIVITIES
RANKED ACCORDING TO IMPORTANCE AND FREQUENCY OF PERFORMANCE

Task or Information Topic	Relative Importance								Frequency of Performance						
	Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
1. Promote and demonstrate good public relations.	19	5	0	0	0	0	4.79	1.5	22	2	0	0	0	3.92	2.5
2. Select vocational faculty members.	19	5	0	0	0	0	4.79	1.5	13	9	2	0	0	3.46	17
3. Keep the public informed of the vocational programs offered by the school.	18	6	0	0	0	0	4.75	3	23	1	0	0	0	3.96	1
4. Seek, interview, and recommend personnel for employment.	18	5	1	0	0	0	4.71	4	16	5	3	0	0	3.54	11.5
5. Determine local community needs.	15	9	0	0	0	0	4.63	5	13	9	1	1	0	3.42	21.5
6. Provide for continuous evaluation of vocational programs.	14	10	0	0	0	0	4.58	6	15	9	0	0	0	3.63	10
7. Translate community and manpower needs into meaningful vocational programs.	14	8	2	0	0	0	4.50	8	11	12	1	0	0	3.42	21.5
8. Plan and organize orientation for new vocational teachers.	13	10	1	0	0	0	4.50	8	6	14	4	0	0	3.08	43.5
9. Help establish and maintain safety programs.	13	10	1	0	0	0	4.50	8	12	12	0	0	0	3.50	14

* Mean does not include no response.

Table I
Continued

Task or Information Topic	Relative Importance								Frequency of Performance						
	Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
10. Keep adequate records of students, teachers, equipment, and facilities to complete reports.	13	9	2	0	0	0	4.46	10.5	20	4	0	0	0	3.83	5.5
11. Observe vocational staff in classroom.	13	9	2	0	0	0	4.46	10.5	18	6	0	0	0	3.75	7
12. Keep teachers informed of effective teaching methods.	13	8	3	0	0	0	4.42	12.5	9	14	1	0	0	3.33	31
13. Work cooperatively with local, state and federal agencies in developing local vocational programs.	12	10	2	0	0	0	4.42	12.5	6	16	2	0	0	3.17	37.5
14. Formulate policies concerning the total vocational program and staff.	13	7	4	0	0	0	4.38	14	15	7	2	0	0	3.54	11.5
15. Direct activities of others.	13	7	3	1	0	0	4.33	16	22	2	0	0	0	3.92	2.5
16. Hold individual and group conferences to discuss instructional problems.	11	10	3	0	0	0	4.33	16	11	12	1	0	0	3.42	21.5
17. Conduct vocational program evaluations.	9	14	1	0	0	0	4.33	16	9	15	0	0	0	3.38	26.5
18. Establish and maintain inventory procedures.	12	7	5	0	0	0	4.29	19	18	4	2	0	0	3.67	8.5
19. Prepare annual and long-range goals of programs.	10	12	1	1	0	0	4.29	19	9	11	2	2	0	3.13	40.5

Table I
Continued

Task or Information Topic	Relative Importance								Frequency of Performance						
	Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
20. Establish and utilize program or craft committees.	10	11	3	0	0	0	4.29	19	12	12	0	0	0	3.50	14
21. Explain goals and scope of vocational education to other school administrators and other individuals and groups.	7	15	2	0	0	0	4.21	21	6	15	3	0	0	3.13	40.5
22. Establish and utilize a general committee for the total vocational program.	10	8	6	0	0	0	4.17	22	11	12	1	0	0	3.42	21.5
23. Plan and/or conduct in-service for vocational faculty.	10	8	5	1	0	0	4.13	24	10	13	1	0	0	3.38	26.5
24. Work cooperatively with persons and groups in developing a total educational program.	8	13	2	0	1	0	4.13	24	7	10	6	1	0	2.96	47
25. Assist in determining departmental objectives.	7	13	4	0	0	0	4.13	24	8	11	5	0	0	3.13	40.5
26. Keep up to date on new occupational teaching materials and methods.	8	10	6	0	0	0	4.08	26	12	9	3	0	0	3.38	26.5
27. Attend local governmental meetings in matters relating to vocational education.	9	7	7	1	0	0	4.00	28	9	8	6	1	0	3.04	45.5
28. Address community groups.	7	11	5	1	0	0	4.00	28	9	14	1	0	0	3.33	31

Table I
Continued

Task or Information Topic	Relative Importance								Frequency of Performance						
	Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
29. Establish and maintain relationships with all types of labor, trade, agricultural, management, and manpower agencies in the community.	6	13	4	1	0	0	4.00	28	12	9	3	0	0	3.38	26.5
30. Make recommendations in all aspects of the development and construction of facilities.	11	6	4	1	2	0	3.96	31	2	8	11	3	0	2.38	61
31. Counsel students.	8	9	5	2	0	0	3.96	31	13	10	1	0	0	3.50	14
32. Prepare reports for state office.	8	8	7	1	0	0	3.96	31	21	2	1	0	0	3.83	5.5
33. Approve budget requisitions for supplies and equipment.	8	6	10	0	0	0	3.92	33.5	22	1	1	0	0	3.88	4
34. Maintain contact with employment agencies.	7	10	6	0	1	0	3.92	33.5	14	5	4	1	0	3.33	31
35. Plan and prepare the annual budget.	8	6	7	2	0	1	3.87	35	8	7	6	3	0	2.83	51
36. Request services of state staff and consultants where and when needed.	8	7	6	3	0	0	3.83	36.5	11	12	1	0	0	3.42	21.5
37. Aid in developing instructional guides.	5	10	9	0	0	0	3.83	36.5	7	14	3	0	0	3.17	37.5
38. Assist in design and equipping of new facilities and/or programs.	6	10	6	1	1	0	3.79	39	1	14	7	2	0	2.58	59

Table I
Continued

	Task or Information Topic	Relative Importance								Frequency of Performance						
		Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
39.	Prepare reports of activities for public information.	6	8	9	1	0	0	3.79	39	10	11	3	0	0	3.29	35
40.	Promote coordinated program between vocational program and related subject matter areas.	4	13	5	2	0	0	3.79	39	11	10	3	0	0	3.33	31
41.	Keep up to date by extensive reading.	4	10	10	0	0	0	3.75	41	12	11	1	0	0	3.46	17
42.	Conduct workshops or use other means to develop instructional materials.	4	10	9	1	0	0	3.71	42	3	11	9	1	0	2.67	56
43.	Work closely with teacher education institutions in developing effective programs at the pre-service and in-service levels.	5	9	8	1	1	0	3.67	44	3	11	9	1	0	2.67	56
44.	Serve as ex-officio member of all occupational advisory committees.	3	12	7	2	0	0	3.67	44	11	10	3	0	0	3.33	31
45.	Promote staff membership in professional organizations.	2	13	8	1	0	0	3.67	44	5	16	3	0	0	3.08	43.5
46.	Attend conferences and workshops.	4	8	10	2	0	0	3.58	46.5	11	12	1	0	0	3.42	21.5
47.	Attend state professional meetings.	3	13	5	1	2	0	3.58	46.5	11	9	4	0	0	3.29	35
48.	Belong to professional educational associations.	3	9	10	2	0	0	3.54	48	16	8	0	0	0	3.67	8.5

Table I
Continued

Task or Information Topic	Relative Importance								Frequency of Performance						
	Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
49. Serve on professional committees.	4	5	12	2	0	1	3.48	49	5	13	5	1	0	2.92	48.5
50. Coordinate programs off campus.	3	11	6	2	2	0	3.46	50.5	8	11	3	2	0	3.04	45.5
51. Review and report relevant research to faculty.	1	12	8	3	0	0	3.46	50.5	3	12	7	2	0	2.67	56
52. Prepare cost estimates on equipment and facilities.	3	7	10	3	0	1	3.43	52	4	14	5	1	0	2.88	50
53. Serve on community committees.	4	7	8	5	0	0	3.42	53.5	3	14	6	1	0	2.79	52
54. Attend local professional meetings.	2	11	7	3	1	0	3.42	53.5	5	13	5	1	0	2.92	48.5
55. Assist in adoption of textbooks or reference books.	5	6	8	3	2	0	3.38	55.5	4	10	8	2	0	2.67	56
56. Attend civic and other groups meetings.	2	8	11	3	0	0	3.38	55.5	12	11	1	0	0	3.46	17
57. Inform teachers of current literature.	4	7	8	3	2	0	3.33	57	7	13	4	0	0	3.13	40.5
58. Hold membership in civic organization(s).	4	4	12	3	1	0	3.29	59	13	6	4	1	0	3.29	35
59. Compile and distribute lists of instructional materials (subject matter, audio visual, etc.)	3	7	9	4	1	0	3.29	59	4	9	10	1	0	2.67	56
60. Direct research projects for improving programs.	1	9	10	4	0	0	3.29	59	1	10	9	4	0	2.33	62

Table I
Continued

Task or Information Topic	Relative Importance								Frequency of Performance						
	Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
61. Explain federal and state legislation to laymen.	5	1	13	5	0	0	3.25	61	3	11	10	0	0	2.71	53
62. Explain federal and state legislation to local educators.	2	4	13	5	0	0	3.13	62	1	10	11	2	0	2.42	60
63. Attend national professional meetings.	2	5	11	5	1	0	3.08	63	1	4	11	8	0	1.92	65
64. Attend school board meetings.	2	3	8	10	1	0	2.79	64	1	6	14	3	0	2.21	63
65. Prepare proposals for grants (federal and state).	2	2	11	6	3	0	2.75	65	0	3	11	10	0	1.71	66
66. Encourage teachers to write professional articles.	0	5	7	10	2	0	2.63	66	0	4	15	5	0	1.96	64

Table II

VOCATIONAL SCHOOL ASSISTANT SUPERINTENDENTS ACTIVITIES
RANKED ACCORDING TO IMPORTANCE AND FREQUENCY OF PERFORMANCE

	Task or Information Topic	Relative Importance								Frequency of Performance						
		Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
1.	Maintain good communications.	24	9	0	0	0	1	4.73	1	28	5	0	0	1	3.85	3.5
2.	Motivate personnel	24	8	1	0	0	1	4.70	2	27	6	1	0	0	3.76	9.5
3.	Keep the administrator fully informed.	24	9	1	0	0	0	4.68	3	32	2	0	0	0	3.94	1
4.	Keep administration fully informed, protected and promoted.	23	10	1	0	0	0	4.65	4	31	3	0	0	0	3.91	2
5.	Promote effective learning processes.	22	10	1	0	0	1	4.64	5	24	8	2	0	0	3.65	23
6.	Maintain good working relationship with industrial personnel.	23	9	2	0	0	0	4.62	7.5	23	9	2	0	0	3.62	26
7.	Seek ways and means to improve and maintain a good school image.	23	9	2	0	0	0	4.62	7.5	24	9	1	0	0	3.68	18.5
8.	Promote good relations among staff members.	23	9	2	0	0	0	4.62	7.5	28	5	1	0	0	3.79	6.5
9.	Promote good administration-staff relations.	22	11	1	0	0	0	4.62	7.5	27	6	1	0	0	3.76	9.5
10.	Communicate with business and industry.	24	6	4	0	0	0	4.59	10	21	10	2	0	1	3.58	29
11.	Promote and maintain good morale	20	13	1	0	0	0	4.56	12	28	5	0	0	1	3.85	3.5

* Mean does not include no response.

Table II
Continued

	Task or Information Topic	Relative Importance								Frequency of Performance						
		Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
12.	Supervise assigned staff.	23	7	4	0	0	0	4.56	12	28	4	1	1	0	3.74	12.5
13.	Provide for and promote good relations between day and evening school instructors.	21	11	2	0	0	0	4.56	12	24	10	0	0	0	3.71	15
14.	Promote staff improvement.	20	11	2	0	0	1	4.55	14	20	13	1	0	0	3.56	31
15.	Maintain good working relationship with state staff members.	21	10	3	0	0	0	4.53	15	22	12	0	0	0	3.65	23
16.	Encourage staff and students to actively promote the school.	18	14	1	0	0	1	4.52	16	25	7	2	0	0	3.68	18.5
17.	Recognize instructor needs.	20	12	1	1	0	0	4.50	18	26	8	0	0	0	3.76	9.5
18.	Develop understanding of the school program.	19	13	2	0	0	0	4.50	18	26	7	0	0	1	3.79	6.5
19.	Promote good working conditions.	19	13	2	0	0	0	4.50	18	26	8	0	0	0	3.76	9.5
20.	Coordinate and supervise the evening school.	22	5	3	2	0	2	4.47	20.5	26	1	6	1	0	3.53	34
21.	Maintain good and effective communications.	18	14	2	0	0	0	4.47	20.5	24	10	0	0	0	3.71	15
22.	Supervise instructional staff.	19	10	4	0	0	1	4.45	22	22	10	2	0	0	3.59	27.5
23.	Serve as administrator of the evening school.	23	6	2	3	0	0	4.44	24	27	0	4	1	2	3.66	23

Table II
Continued

Task or Information Topic	Relative Importance								Frequency of Performance						
	Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
24. Seek opportunities for self-development.	19	12	2	1	0	0	4.44	24	26	6	2	0	0	3.71	15
25. Promote atmosphere for effective learning.	18	13	3	0	0	0	4.44	24	24	9	1	0	0	3.68	18.5
26. Evaluate instructional program.	16	15	2	0	0	1	4.42	26	14	16	4	0	0	3.29	58.5
27. Interview and recommend prospective instructors.	22	6	4	2	0	0	4.41	27.5	18	8	7	0	1	3.33	53
28. Develop public understanding of the school offerings.	19	11	3	1	0	0	4.41	27.5	12	20	1	1	0	3.26	65
29. Promote professional attitudes and ethics.	19	10	4	1	0	0	4.38	30	24	8	2	0	0	3.65	23
30. Promote an attitude of professionalism among fellow workers.	18	11	5	0	0	0	4.38	30	26	6	0	0	2	3.81	5
31. Seek feedback from staff.	18	11	5	0	0	0	4.38	30	23	10	1	0	0	3.65	23
32. Motivate staff and students.	17	13	3	1	0	0	4.35	32	26	7	1	0	0	3.74	12.5
33. Assist instructors in determining training needs.	13	17	2	1	0	1	4.27	33	19	12	1	0	2	3.56	31
34. Maintain up-to-date inventory of equipment and supplies.	16	14	2	1	1	0	4.26	34.5	25	5	2	2	0	3.56	31

Table II
Continued

Task or Information Topic	Relative Importance								Frequency of Performance						
	Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
35. Work with individuals and groups to develop course outlines.	14	16	3	1	0	0	4.26	34.5	13	15	5	0	1	3.24	69
36. Prepare for purchase of supplies and equipment.	18	8	6	2	0	0	4.24	37.5	24	7	2	1	0	3.59	27.5
37. Promote harmonious relations among non-instructional staff.	15	14	4	0	1	0	4.24	37.5	23	11	0	0	0	3.68	18.5
38. Work with advisory committees.	15	12	7	0	0	0	4.24	37.5	16	12	6	0	0	3.29	58.5
39. Promote attitudes conducive to school safety practices.	14	13	6	0	0	1	4.24	37.5	19	13	1	0	1	3.55	33
40. Prepare proposals for new courses.	18	5	11	0	0	0	4.21	42	16	10	7	0	1	3.27	62
41. Promote effective relationship between employees, local and state administrators.	16	8	9	0	0	1	4.21	42	19	12	3	0	0	3.47	39
42. Evaluate instructors needs for supplies and instructional equipment.	13	16	4	1	0	0	4.21	42	21	9	4	0	0	3.50	36.5
43. Plan new instructional programs.	13	15	6	0	0	0	4.21	42	8	21	5	0	0	3.09	88
44. Evaluate staff.	11	18	4	0	0	1	4.21	42	19	12	3	0	0	3.47	39
45. Serve as acting administrative head in the absence of the superintendent.	16	8	8	1	0	1	4.18	47.5	15	13	2	1	3	3.35	49.5

Table II
Continued

	Task or Information Topic	Relative Importance								Frequency of Performance						
		Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
46.	Develop an effective school safety program.	15	10	7	1	0	1	4.18	47.5	10	19	4	0	1	3.18	75.5
47.	Initiate procedures for maintenance of safety practices.	14	11	8	0	0	1	4.18	47.5	16	15	2	0	1	3.42	42
48.	Maintain equal documentation in personnel files for fair evaluation of performance	13	14	7	0	0	0	4.18	47.5	11	11	9	3	0	2.88	111
49.	Promote personnel development.	13	13	7	0	0	1	4.18	47.5	18	11	4	1	0	3.35	49.5
50.	Prepare for and conduct evaluation of instruction.	12	15	6	0	0	1	4.18	47.5	3	26	4	0	1	2	101
51.	Initiate requests for supplies.	18	6	7	3	0	0	4.15	54	20	7	5	0	2	3.47	39
52.	Work with craft advisory committees.	13	15	4	2	0	0	4.15	54	17	10	5	2	0	3.24	69
53.	Inspect safety equipment and supplies.	11	17	6	0	0	0	4.15	54	16	14	3	0	1	3.39	43.5
54.	Establish and maintain good working relationships with area high schools.	15	13	2	3	1	0	4.12	55.5	14	12	8	0	0	3.18	75.5
55.	Maintain good working relationship with news media.	14	12	7	0	1	0	4.12	55.5	14	16	4	0	0	3.29	58.5

Table II
Continued

	Task or Information Topic	Relative Importance								Frequency of Performance						
		Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
56.	Promote professional growth.	13	14	5	2	0	0	4.12	55.5	18	15	1	0	0	3.50	36.5
57.	Develop and/or coordinate safety programs.	12	13	8	0	0	1	4.12	55.5	15	14	3	1	1	3.30	55
58.	Resolve personnel problems.	13	11	8	1	0	1	4.09	58.5	12	17	4	1	0	3.18	75.5
59.	Keep news media informed of school schedules and activities.	12	15	5	2	0	0	4.09	58.5	12	10	8	4	0	2.88	111
60.	Evaluate curriculum.	10	17	6	1	0	0	4.06	60	10	18	3	1	2	3.16	80
61.	Provide services to public agencies as needed.	11	14	7	0	1	1	4.03	62	16	14	4	0	0	3.35	49.5
62.	Maintain standards of quality of purchase items for adequate instruction.	10	17	6	0	1	0	4.03	62	22	4	7	1	0	3.38	45.5
63.	Evaluate data on business and industrial needs.	10	15	7	1	0	1	4.03	62	12	14	6	1	1	3.12	83.5
64.	Make assignments so as to assure equal work-load where possible.	10	16	7	0	1	0	4.00	65.5	18	10	5	1	0	3.32	54
65.	Plan and provide adequate storage and procedure for withdrawal of supplies.	14	10	7	2	1	0	4.00	65.5	18	9	5	2	0	3.26	65
66.	Maintain active file of applicants.	14	10	7	2	1	0	4.00	65.5	13	8	6	7	0	2.79	117.5

Table II
Continued

Task or Information Topic	Relative Importance								Frequency of Performance						
	Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
67. Recruit staff personnel.	11	11	11	0	0	1	4.00	65.5	9	18	7	0	0	3.06	92.5
68. Interpret procurement policies and procedures.	15	9	5	4	1	0	3.97	71.5	20	4	8	2	0	3.24	69
69. Work cooperatively with area high schools.	14	11	4	4	1	0	3.97	71.5	14	16	3	1	0	3.26	65
70. Prepare long range plans for supplies and equipment.	13	10	9	1	1	0	3.97	71.5	11	14	9	0	0	3.06	92.5
71. Work with advisory committees.	11	12	10	1	0	0	3.97	71.5	18	11	5	0	0	3.38	45.5
72. Keep informed of communications from governing agencies and boards.	12	10	7	3	0	2	3.97	71.5	15	13	3	0	3	3.39	43.5
73. Prepare for and conduct evaluation of personnel.	9	15	8	1	0	1	3.97	71.5	5	24	4	0	1	3.03	94.5
74. Schedule instructional space and time.	8	17	9	0	0	0	3.97	71.5	11	17	4	2	0	3.09	88
75. Assist with the development of instructional goals.	7	20	6	1	0	0	3.97	71.5	12	16	5	1	0	3.15	81.5
76. Write requisitions, departmental purchase orders and emergency purchase orders.	15	7	8	3	1	0	3.94	78	21	6	3	4	0	3.29	58.5
77. Recommend establishment or discontinuance of programs.	11	13	8	1	1	0	3.94	78	11	19	3	1	0	3.18	75.5

Table II
Continued

	Task or Information Topic	Relative Importance								Frequency of Performance						
		Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
78.	Maintain contact with employers.	11	13	7	3	0	0	3.94	78	14	18	2	0	0	3.35	49.5
79.	Determine condition of equipment.	12	9	10	2	0	1	3.94	78	17	14	2	0	1	3.45	41
80.	Supervise development of instructional programs.	8	16	8	1	0	1	3.94	78	10	21	3	0	0	3.21	71
81.	Administer appropriate budget on line item basis.	11	12	9	1	1	0	3.91	82	16	5	11	2	0	3.03	94.5
82.	Develop and/or assist in developing long range plans.	10	11	13	0	0	0	3.91	82	13	14	7	0	0	3.18	75.5
83.	Work with technical advisory committees.	6	18	9	0	0	1	3.91	82	9	17	7	1	0	3.00	97.5
84.	Maintain file of purchasing procedures.	15	7	6	5	1	0	3.88	85.5	18	2	7	7	0	2.91	108
85.	Keep abreast of services and activities of other agencies.	11	11	10	1	1	0	3.88	85.5	12	19	3	0	0	3.26	65
86.	Determine need for new curricula.	9	13	11	1	0	0	3.88	85.5	8	17	9	0	0	2.97	101
87.	Provide staff instruction on safety policies and practices.	8	16	8	2	0	0	3.88	85.5	10	14	8	1	1	3.00	97.5
88.	Recognize and resolve problems in procurement of goods and services.	12	10	8	3	1	0	3.85	88.5	23	2	7	2	0	3.35	49.5

Table II
Continued

	Task or Information Topic	Relative Importance								Frequency of Performance						
		Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
89.	Supervise building and grounds maintenance.	10	15	5	2	2	0	3.85	88.5	20	8	4	2	0	3.35	49.5
90.	Research, evaluate and procure educational software and hardware.	10	11	11	1	1	0	3.82	92	12	14	7	1	0	3.09	88
91.	Plan and/or conduct in-service activities for personnel development.	10	8	16	0	0	0	3.82	92	11	9	14	0	0	2.91	108
92.	Plan facilities in which to house programs.	9	14	7	4	0	0	3.82	92	8	9	15	2	0	2.68	126
93.	Supervise and conduct in-service training.	9	11	13	1	0	0	3.82	92	8	12	14	0	0	2.82	115
94.	Determine effectiveness of public relations	8	12	12	1	0	1	3.82	92	11	14	8	0	1	3.09	88
95.	Inspect purchased items for compliance with specifications.	13	8	7	5	1	0	3.79	95.5	16	7	9	2	0	3.09	88
96.	Collect, maintain and update catalogs and G.C.I. contracts.	11	11	7	4	1	0	3.79	95.5	17	2	11	4	0	2.94	104.5
97.	Write and/or check procurement documents for compliance.	14	6	9	2	3	0	3.76	99.5	18	8	4	4	0	3.18	75.5
98.	Research specification data for supplies and equipment.	12	9	7	5	1	0	3.76	99.5	19	8	5	2	0	3.29	58.5

Table II
Continued

	Task or Information Topic	Relative Importance								Frequency of Performance						
		Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
99.	Maintain contact and work with civic organizations.	12	7	12	1	2	0	3.76	99.5	14	10	9	1	0	3.09	88
100.	Maintain contact with other local, state and federal agencies.	9	11	12	1	1	0	3.76	99.5	15	14	5	0	0	3.29	58.5
101.	Prepare instruments and plan techniques for determining business and industrial needs.	8	11	14	1	0	0	3.76	99.5	6	16	12	0	0	2.82	115
102.	Participate in placement activities and maintain good records.	7	16	7	4	0	0	3.76	99.5	8	16	9	1	0	2.91	108
103.	Plan and coordinate off campus training activities.	12	9	6	6	1	0	3.74	104	11	11	8	4	0	2.85	113
104.	Maintain and/or supervise stock levels.	12	7	10	4	1	0	3.74	104	18	6	8	2	0	3.18	75.5
105.	Establish and maintain working relationship with local vendeors.	11	8	11	3	1	0	3.74	104	16	5	10	3	0	3.00	97.5
106.	Review student records and evaluate progress.	7	12	12	2	0	1	3.73	106	14	11	8	0	1	3.18	75.5
107.	Maintain specification file on frequently purchased items.	10	12	5	6	1	0	3.71	107.5	14	4	9	7	0	2.74	120.5
108.	Develop long range program plans.	7	13	11	3	0	0	3.71	107.5	5	15	14	0	0	2.74	120.5

Table II
Continued

	Task or Information Topic	Relative Importance								Frequency of Performance						
		Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
109.	Conduct surveys of buildings and grounds.	9	9	12	2	1	1	3.70	109	18	14	1	0	1	3.52	35
110.	Check vendor invoices for compliance.	9	12	5	6	1	1	3.67	110	17	3	7	7	0	2.88	111
111.	Keep abreast of material availability and price changes.	10	10	8	4	2	0	3.65	112.5	17	7	7	3	0	3.12	83.5
112.	Prepare information for release to news media.	7	13	10	3	1	0	3.65	112.5	9	12	7	6	0	2.71	123.5
113.	Develop and maintain a recruitment plan.	6	15	9	3	1	0	3.65	112.5	5	12	16	1	0	2.62	128.5
114.	Conduct orientation and in-service training.	5	14	14	0	1	0	3.65	112.5	10	12	12	0	0	2.94	104.5
115.	Plan in-service activities for teachers.	5	16	7	5	0	1	3.64	115	8	17	9	0	0	2.97	101
116.	Assess recruitment activities.	6	12	12	2	1	1	3.61	116	6	16	10	1	1	2.82	115
117.	Attend professional meetings.	5	15	9	5	0	0	3.59	117	11	17	6	0	0	3.15	81.5
118.	Supervise counseling of students.	7	8	15	3	0	1	3.58	118	9	11	9	5	0	2.71	123.5
119.	Supervise and/or assist with placement and follow-up.	6	12	11	5	0	0	3.56	119.5	8	11	15	0	0	2.79	117.5
120.	Outline, organize and plan self-study for regional accreditation.	4	15	11	4	0	0	3.56	119.5	2	18	11	3	0	2.56	130

Table II
Continued

	Task or Information Topic	Relative Importance								Frequency of Performance						
		Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
121.	Coordinate student activities.	4	15	11	3	1	0	3.53	121	8	13	10	3	0	2.76	119
122.	Supervise development of curriculum.	4	13	13	2	1	1	3.52	122	6	22	6	0	0	3.00	97.5
123.	Provide for remedial and/or pre-vocational training when needed.	6	12	9	7	0	0	3.50	124.5	3	17	12	2	0	2.62	128.5
124.	Maintain membership in appropriate professional organizations.	5	13	10	6	0	0	3.50	124.5	18	9	5	2	0	3.26	65
125.	Compile and distribute lists of available instructional materials.	3	17	9	4	1	0	3.50	124.5	11	16	6	1	0	3.09	88
126.	Develop and/or assist with development of school catalogs and student handbooks.	1	19	12	0	2	0	3.50	124.5	5	16	11	2	0	2.71	123.5
127.	Review and recommend texts, workbooks and references.	3	13	15	3	0	0	3.47	127	9	15	9	1	0	2.94	104.5
128.	Participate in long range planning as it relates to recruitment.	3	14	13	3	1	0	3.44	128	3	12	16	3	0	2.44	132.5
129.	Direct and/or survey research projects for improvement of curriculum.	5	8	18	2	1	0	3.41	129	4	17	12	1	0	2.71	123.5
130.	Serve on committees of professional organizations.	3	14	10	6	1	0	3.35	130	7	10	14	2	1	2.67	127

Table II
Continued

Task or Information Topic	Relative Importance								Frequency of Performance						
	Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
131. Prepare recruitment materials.	1	13	15	4	1	0	3.26	131	5	7	20	2	0	2.44	132.5
132. Maintain file of all news releases.	3	11	12	6	2	0	3.21	132.5	8	9	10	7	0	2.53	131
133. Promote professional organizations, membership and activities.	2	11	14	6	1	0	3.21	132.5	10	13	10	1	0	2.94	104.5
134. Control and administer petty cash disbursements.	5	11	7	6	5	0	3.15	134	6	7	10	11	0	2.24	134

Table III

VOCATIONAL REGIONAL SUPERVISORS ACTIVITIES
RANKED ACCORDING TO IMPORTANCE AND FREQUENCY OF PERFORMANCE

Task or Information Topic	Relative Importance								Frequency of Performance						
	Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
1. Assist with the planning, organizing and implementing of vocational programs according to the provisions of the Tennessee State Plan for Vocational Education.	28	1	0	0	0	0	4.97	1	24	5	0	0	0	3.83	6.5
2. Provide special assistance to new teachers.	25	3	1	0	0	0	4.83	2	24	4	1	0	0	3.79	9
3. Orient local administrators, supervisors, and guidance counselors to the purpose of the program.	21	8	0	0	0	0	4.72	3.5	16	13	0	0	0	3.55	19.5
4. Provide pre-service and in-service training.	23	4	2	0	0	0	4.72	3.5	20	7	2	0	0	3.62	16.5
5. Establish rapport with all levels of administrative, supervisory and instructional personnel.	21	7	1	0	0	0	4.69	5	25	3	1	0	0	3.83	6.5
6. Work toward up-grading of self and improving professionally.	20	8	1	0	0	0	4.66	6	20	9	0	0	0	3.69	13
7. Plan, organize and direct conferences and/or workshops.	20	7	2	0	0	0	4.62	7.5	17	12	0	0	0	3.59	18

* Mean does not include no response.

Table III
Continued

Task or Information Topic	Relative Importance								Frequency of Performance						
	Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
8. Attend and participate in workshops, professional meetings and staff meetings.	20	7	2	0	0	0	4.62	7.5	25	4	0	0	0	3.86	3
9. Establish and maintain supervisory professional standards.	18	9	1	0	0	1	4.61	9	24	4	0	1	0	3.76	10
10. Consult with architects and planners in planning school facilities.	18	10	1	0	0	0	4.59	10	8	17	4	0	0	3.14	36
11. Assist local administrators and instructional personnel with the interpretation of the rules, regulations, and minimum standards of the State Board for Vocational Education.	18	9	2	0	0	0	4.55	12	16	11	2	0	0	3.48	24.5
12. Recommend and review equipment needs for vocational programs.	17	11	1	0	0	0	4.55	12	20	8	1	0	0	3.66	15
13. Develop a working knowledge of the total vocational program.	18	9	2	0	0	0	4.55	12	24	5	0	0	0	3.83	6.5
14. Belong to appropriate professional organizations and encourage teacher participation.	16	12	1	0	0	0	4.52	14	25	4	0	0	0	3.86	3

Table III
Continued

Task or Information Topic	Relative Importance								Frequency of Performance						
	Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
15. Observe instruction in the classrooms and laboratories.	16	11	2	0	0	0	4.48	16	24	5	0	0	0	3.83	6.5
16. Review plans and make recommendations on physical facilities.	15	13	1	0	0	0	4.48	16	16	12	1	0	0	3.52	22.5
17. Encourage cooperation between vocational programs and general education programs.	15	13	1	0	0	0	4.48	16	20	9	0	0	0	3.69	13
18. Keep up to date on technical and professional information by reading and doing research.	17	8	4	0	0	0	4.45	18.5	20	9	0	0	0	3.69	13
19. Listen to teachers' problems and concerns.	16	10	3	0	0	0	4.45	18.5	25	4	0	0	0	3.86	3
20. Work with local, state, and national personnel in organizing and developing vocational student organizations and activities.	16	9	4	0	0	0	4.41	20	22	6	1	0	0	3.72	11
21. Assist local administrators in developing local contracts, proposals, and grants.	15	10	4	0	0	0	4.38	22	16	12	1	0	0	3.52	22.5
22. Prepare, maintain, analyze, and utilize appropriate records and files in the regional office.	13	14	2	0	0	0	4.38	22	28	1	0	0	0	3.97	1

Table III
Continued

Task or Information Topic	Relative Importance								Frequency of Performance						
	Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
23. Keep all teaching materials current.	14	12	3	0	0	0	4.38	22	17	10	0	1	1	3.54	21
24. Consult with teacher educators in identifying materials, methods, techniques, and procedures for successful teaching.	13	12	4	0	0	0	4.31	24.5	12	11	6	0	0	3.21	32
25. Plan and implement youth club activities such as, Camp Clement work, officer training conferences, State and National conferences.	12	14	3	0	0	0	4.31	24.5	21	5	1	2	0	3.55	19.5
26. Schedule and plan youth club conferences, competitive events and provide judges for competition events.	13	11	5	0	0	0	4.28	26	18	9	0	2	0	3.48	24.5
27. Prepare curriculum guides and other curriculum aids for various subjects and grade levels.	11	14	4	0	0	0	4.24	27	8	19	2	0	0	3.21	32
28. Interpret and clarify teacher certification requirements for vocational personnel.	10	15	4	0	0	0	4.21	28	18	11	0	0	0	3.62	16.5
29. Provide guidance services to administrators, counselors, teachers, and students as related to vocational programs.	9	15	5	0	0	0	4.14	29	9	11	8	1	0	2.97	40

Table III
Continued

Task or Information Topic	Relative Importance								Frequency of Performance						
	Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
30. Study plans and programs of other states to determine trends and emphasis in education.	9	14	6	0	0	0	4.10	30.5	11	14	4	0	0	3.24	30
31. Assist in planning, developing, organizing, and evaluating of adult preparatory and supplemental programs.	7	18	4	0	0	0	4.10	30.5	11	12	5	1	0	3.14	36
32. Provide evaluation for all phases of vocational-technical education.	8	15	6	0	0	0	4.07	32.5	10	15	1	3	0	3.10	38
33. Develop and disseminate instructional materials.	7	16	5	0	0	1	4.07	32.5	13	12	4	0	0	3.31	28
34. Utilize the help of lay groups in planning programs to better reflect community needs.	8	14	7	0	0	0	4.03	34	3	16	8	2	0	2.69	47
35. Establish a functional relationship with other groups in and out of schools.	6	17	6	0	0	0	4.00	35	9	11	9	0	0	3.00	39
36. Make progress reports to acquaint the administration and co-workers with the activities of specialized areas.	8	12	8	1	0	0	3.93	36	13	13	3	0	0	3.34	27
37. Give assistance in the promotion and organization of local advisory committees.	5	16	8	0	0	0	3.90	37.5	1	21	6	1	0	2.76	46

Table III
Continued

Task or Information Topic	Relative Importance								Frequency of Performance						
	Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
38. Assist local administrators and instructional personnel with the interpretation of the rules, regulations, and minimum standards of the State Board for Vocational Education.	5	16	8	0	0	0	3.90	37.5	2	16	10	1	0	2.66	48
39. Supply career information needed by school personnel.	8	10	10	1	0	0	3.86	39.5	10	17	2	0	0	3.28	29
40. Assist in evaluating and recommending of adoption of textbooks and materials.	3	19	7	0	0	0	3.86	39.5	1	21	7	0	0	2.79	45
41. Provide demonstration lessons of new techniques or teaching methods.	6	13	8	2	0	0	3.79	41	5	16	8	0	0	2.90	42
42. Assist in recruiting teachers.	4	15	9	1	0	0	3.76	42	9	16	4	0	0	3.17	34
43. Maintain equipment inventory, tag equipment purchased by state and encourage local systems to keep in repair.	5	12	8	3	0	1	3.68	43	14	13	2	0	0	3.41	26
44. Prepare and provide statistical information on request.	3	12	14	0	0	0	3.62	45	3	19	2	0	0	3.21	32
45. Provide assistance in local banquets, meetings, etc., by attending and speaking when requested.	2	15	11	1	0	0	3.62	45	9	15	5	0	0	3.14	36

Table III
Continued

Task or Information Topic	Relative Importance								Frequency of Performance						
	Great Importance	Much Importance	Some Importance	Little Importance	No Importance	No Response	Mean*	Rank	Frequently	Occasionally	Seldom	Never	No Response	Mean*	Rank
46. Assist in schedule planning.	1	16	12	0	0	0	3.62	45	3	20	6	0	0	2.90	42
47. Work with community and civic groups.	2	13	14	0	0	0	3.59	47	3	21	4	1	0	2.90	42
48. Review, approve, and process student training agreement.	5	8	13	2	1	0	3.48	48	10	9	6	4	0	2.86	44
49. Assist in the preparation of departmental budgets for supplies and instructional aides.	0	15	12	2	0	0	3.45	49	3	17	4	5	0	2.62	49
50. Assist teachers in identification of students' handicaps--physical, mental, and/or emotional.	1	12	14	1	1	0	3.38	50	11	14	4	0	0	3.24	30
51. Assist teachers in research and development of projects.	2	11	12	3	1	0	3.34	51	0	14	15	0	0	2.48	50
52. Maintain contact with manpower and employment agencies.	0	11	16	2	0	0	3.31	52	2	10	14	3	0	2.38	52

SECTION IV

VOCATIONAL ADMINISTRATORS CONFERENCE

Introduction

A second goal of this project was to explore innovative approaches in the utilization of the identified tasks and related information to train new vocational administrators and upgrade existing personnel. To explore all the possibilities for the utilization of this material would, of course, be beyond the scope of this project. However, a one-week conference was held from August 4-8, 1975, in an effort to explore one possibility in the utilization of this material. The purpose of the conference was to assist present vocational school administrators to improve their administrative and supervisory capabilities and to provide new administrators with the background necessary for assuming their duties in the fall. Area vocational-technical school administrators and selected administrators, directors and/or coordinators of vocational high schools or departments from throughout the State of Tennessee were invited to attend.

Pre-Conference Activities

Dr. James Lorenz, director of the conference, was employed three weeks prior to the beginning of the conference to prepare for the conference. Several meetings were held prior to and during this period with Dr. Lorenz and Mr. Charlie M. Dunn, Director of Vocational-Technical Education at MTSU, for the purpose of developing plans for the conference. At this time, meetings were also held with Mr. H. D. Jared and

Mr. Maurice Jackson of the Tennessee Division of Vocational-Technical Education for the purpose of receiving their input in the selection of conference participants and in the design and selection of conference activities.

In addition to planning for the conference, materials were developed for utilization in the conference. These included an annotated bibliography on the administration and supervision of vocational-technical education, a list of vocational material at the Middle Tennessee State University library, a series of daily conference evaluation forms, and administrative case studies. Arrangements were also made to offer university credit for those conference participants desiring it, for facilities to house the conference, and for housing for the conference participants at both on and off campus locations. During this period considerable time and care were taken in the selection and notification of individuals who were to make presentations at the conference. Finally, several mailings were prepared for the notification and confirmation of potential conference participants.

Conference Participants

As stated earlier, the conference was designed to be of interest to two broad classifications of vocational administrators: those who were currently serving vocational education in some administrative capacity and those who were to assume their duties in the fall of 1975. Therefore, a list of possible participants was developed; and invitations were mailed to the administrators of all 26 Tennessee area vocational-technical schools and 34 county superintendents of schools in Tennessee. The county superintendents of schools were asked to

forward the invitation to the appropriate administrator in their county. As a result, ten superintendents of area vocational-technical schools, an assistant superintendent of an area vocational school, a county vocational director, a county superintendent of schools, a director of a vocational high school, and a principal of an elementary school accepted the invitation to attend the conference. A list of the names and addresses of the 15 conference participants may be found in Appendix J. The relatively small turn out may have been due in part to the fact that due to a delay in the final approval of the project invitations were not mailed until July 17, just two and one-half weeks before the start of the conference. There were advantages to having a small group, however, because newly developed materials were presented and careful evaluation was essential. Prior to the start of the conference, each of the participants was mailed a letter of welcome and a conference agenda to aid in their preparation for the conference.

Facilities

The conference was held in the University Center of Middle Tennessee State University. Three rooms were utilized for both large and small group work. The facility also houses a bookstore, post office, and restaurant for the convenience of the participants. Housing was made available both on campus in university dormitories and at nearby motels.

Conference Activities

The conference was designed so as to utilize the previously developed tasks and related information in an effective and interesting

manner. The first step was to take the 66 tasks identified by superintendents of area vocational-technical schools and group them for effective presentations, small and large group work. Experienced administrators and state personnel, along with the classification of the task statements by the superintendents responding to the survey, were used for this purpose. The task lists for assistant superintendents and area supervisors had not been completed at this time and as a result were not used. This grouping resulted in the selection of the general categories of Administration and Supervision, Program Planning and Organization, Public Relations, Placement and Follow-up, Evaluation, and Professional Improvement. Appropriate topics for presentations and for large and small group work were then identified for each of these categories. Finally, individuals were chosen to make presentations for the appropriate topics. In an effort to make the conference as meaningful as possible, only individuals currently practicing as administrators who had demonstrated competence in the chosen topic were selected to make presentations. A copy of the agenda prepared for the participants as well as a list of the names and addresses of conference presenters may be found in Appendix K.

A brief description of each of the ten sessions follows:

Session 1, Monday, August 4, 8:00 a.m. - 12:00 noon. Session 1 was designed as an organizational meeting for all participants. Time was devoted to registration for the conference and registration for university credit for the four of the fifteen participants who desired it. Certificates of attendance were awarded by the Middle Tennessee State University Office of Continuing Education to those individuals not desiring university credit. Registration was followed by an overview of the

conference presented by Mr. Charlie M. Dunn. During this presentation, conference goals and objectives were clarified. Finally, time was allotted for a get-acquainted session.

Session 2, Monday, August 4, 1:00 p.m. - 4:30 p.m. The afternoon session began with a welcome by Dr. E. S. Voorhies, Dean of the School of Basic and Applied Sciences, and Dr. Jack Carlton, Vice President for Academic Affairs. Mr. Edward L. Weld, Director, Nashville State Technical Institute followed the welcoming remarks with a presentation on the effective use of advisory committees. The session closed with a presentation by Dr. S. B. Keathley on the principles of administration and supervision. Questions and reactions by the participants were encouraged during and after each presentation.

Session 3, Tuesday, August 5, 8:00 a.m. - 12:00 noon. As a follow-up of Dr. Keathley's presentation the previous day, this session began with a large group meeting in which the entire group identified some major concerns or problems involving the administration and supervision of vocational education. The large group was then divided into three smaller groups, with each group brainstorming solutions to several of the identified problems. The session concluded with a large group meeting involving presentations and discussions concerning the various problems and their solutions.

Session 4, Tuesday, August 5, 1:00 p.m. - 4:30 p.m. Highlighting the fourth session were presentations by Mr. H. D. Jared, Director of Field Services and Mr. Maurice Jackson, Director of State Area Vocational-Technical Schools of the Division of Vocational-Technical Education. Mr. Jared and Mr. Jackson discussed the various state services which are available through their respective offices. Time was allotted for questions and answers.

The remainder of the session was spent in planning for a mock advisory committee meeting to be held on Thursday afternoon. An assignment sheet with suggested guidelines was provided for this purpose. It had been decided that role playing the planning and conducting of such a meeting would be an ideal way to apply and reinforce some of the ideas presented by Mr. Weld during the second session.

Session 5, Wednesday, August 6, 8:00 a.m. - 12:00 noon. Mr. Tom Hinson, Director of Fiscal Affairs of the State Division of Vocational Education, opened the fifth session with a presentation on state budgetary policies and procedures. Mr. Dean Ward, Superintendent of Hartsville State Area Vocational-Technical School and one of the conference participants, concluded the topic of budgeting with a presentation entitled "Institutional Budgeting and Management". "Utilizing Community Resources" was the final topic of the morning session. Mr. James Pierce, Superintendent of Tri-Cities Area Vocational-Technical School discussed a variety of principles and ideas for administering this very important area.

Session 6, Wednesday, August 6, 1:00 p.m. - 4:30 p.m. McKenzie State Area Vocational-Technical School Superintendent, Mr. Guy R. Kirk, opened the afternoon session with a presentation on the supervision of instruction. The question and answer period which followed Mr. Kirk's presentation indicated a great deal of interest in this area. In an effort to sustain this interest, the participants were divided into three small groups with each group being asked to react to several different case studies involving administration and supervision. The small group reactions were then presented to the total group at the conclusion of the afternoon session.

Session 7, Thursday, August 7, 8:00 a.m. - 12:00 noon. Mrs. Dee Wilder began the seventh session with a presentation on the materials and services available through the Tennessee Research Coordinating Unit. After a short break, Ms. Martha Henegar, Director of Public Relations at Nashville State Technical Institute, presented a variety of ideas on the use of effective public relations activities.

Session 8, Thursday, August 7, 1:00 p.m. - 4:30 p.m. At this time, the participants decided there was a need to clarify and restate the problems originally discussed during the third session so that they could be brought to the attention of the appropriate personnel for action. A list of the concerns stated by the participants using the conference technique may be found in Table IV.

The participants concluded the session by role playing an advisory committee meeting. Mr. Dunn and Dr. Keathley reacted to the role playing and a discussion followed.

Session 9, Friday, August 8, 8:00 a.m. - 1:00 p.m. Mr. Paul Robertson, Specialist II in Curriculum Development for Area Vocational Technical Schools, began the final session with a discussion of the State Record System of Enrollment, Placement and Follow-up. A related topic was presented by Mr. Ralph Brown, Research Assistant for the Research Coordinating Unit, in discussion the State Record System for Secondary Schools.

Following a short break, Mr. William Harrison, Executive Director of the State Advisory Council on Vocational Education, made a presentation on instructional program evaluation. Mr. Robert Evans of the Tennessee Division of Vocational-Technical Education concluded the morning session with a presentation on institutional self-study and

TABLE IV

ADMINISTRATIVE CONCERNS

Concerns	Area of Applicability: AVTS	Area of Applicability: Local School Systems
1. The need for entertainment expense (meals for advisory committees).	X	X
2. Professional Improvement		
(a) Pre-Service	X	X
(b) In-Service	X	X
(c) Certification	X	X
3. Enrollment requirements of outside agencies (Health Occupations and Cosmetology)	X	X
4. Identifying and planning for projected new jobs.	X	
5. Problems of supervising instruction.	X	X
6. Instructional and program evaluation.	X	X
7. Instructional resources.	X	X
8. Funding formula for vocational programs.	X	X
9. Recruitment and retention of qualified staff.	X	X
10. Criteria for phasing out programs.	X	X
11. Legal responsibilities of administration.	X	X
12. The need for communication between the State Board and administrators.	X	X
13. Defining the responsibilities of state supervisors.	X	X

accreditation as related to state area vocational-technical schools. The final presenter was unable to attend the afternoon session so the conference participants turned their attention to a final evaluation of the conference. A discussion of the evaluation procedures and results for each session as well as the conference as a whole follows.

Evaluation

From the outset, both formative and summative evaluations were considered essential. In order to obtain information during the process of the conference which might influence subsequent sessions, a simple form (see figure 1) was devised which the participants were asked to complete at the end of each session. The form varied slightly from day to day depending on the topic or topics covered. A summary of each day's ratings and comments may be found in Appendix L.

Figure 1

SESSION NUMBER 6 SUPERVISION OF INSTRUCTION

Overall, this session was:

_____ excellent _____ very good _____ good _____fair_____ good

Comments:

In my present position, the material presented during this session will be:

_____ very useful _____ somewhat useful _____ not useful

Comments:

Up to this point, has the conference lived up to your expectations?

_____ yes _____ no _____ undecided

If no or undecided, what suggestions do you have for improving the conference?

In addition, daily informal discussions were held to ascertain the reactions of the participants to specific parts of the programs. The results of these written and oral communications were quite encouraging; and when feasible, changes in the program were made as a result of this information.

During the evaluation on the final day of the conference, the participants were divided into three small groups and asked to react to each of the following questions or statements in the absence of the conference director. What features of the conference did you like best? What features did you like least? Briefly evaluate the conference. What suggestions do you have for improving future conferences of this nature?

The features liked most about the conference were:

* Relevant problems covered.
* Individual participation.
* The identification of the twelve concerns and a promise of a follow-up on these.
* Flexibility allowed for individual input.
* Cross-section of consultants and subject areas.
* Time provided participants to express their concern.

The features liked least about the conference were:

* Cold rooms (two groups made this comment).
* Sitting too long.
* Too many individual administrative problems brought up.
* Too much time on Research Coordinating Unit.

In briefly evaluating the conference, two groups rated it excellent; and one group rated it very good. The following suggestions were made for improving future conferences of this type:

* Bring this type of conference to different parts of the state.
* Have this type of conference for assistant superintendents and counselors.
* More time to discuss the results of group conferences.
* Six hour day.
* Wider variety of participants such as local directors, principals, comprehensive personnel.
* More pre-planning by participants in order to provide consultants with advance concerns so that their presentations could be keyed to these concerns.

Summary

A vocational administrators conference was held from August 4-8, 1975, for the purpose of assisting present vocational school administrators in improving their administrative and supervisory capabilities and to provide new administrators with the background necessary for assuming their duties this fall. The director of the conference, Dr. James Lorenz, was employed for a period of three weeks prior to the beginning of the conference. His duties during this period included planning sessions with university, local, and state personnel, developing materials to be utilized in the workshop, selecting and notifying potential participants, and securing the necessary facilities. The workshop itself was designed to utilize the previously developed tasks and related information. An informal format was chosen for the conference in which practicing administrators conducted sessions on selected topics. The results of both the formative and summative evaluations indicated that the conference had been a valuable experience for all concerned.

SECTION V

SUMMARY AND RECOMMENDATIONS

Summary

Continued expansion of vocational and technical education has resulted in the need for additional administrative and supervisory personnel, as well as ways and means of upgrading existing personnel. As a first step in meeting this demand, this project was designed to systematically identify the tasks and items of related information required of superintendents of area vocational-technical schools, assistant superintendents of area vocational-technical schools, and regional supervisors of vocational education. A second major goal of this project was to explore innovative ways to utilize the information gathered in phase one of the project.

Initially, selected administrators from each of the three administrative groups met in separate conferences for the purpose of identifying the tasks and items of related information considered to be essential to their respective positions. The information obtained from each group was then mailed to all administrators in the State of Tennessee within that particular group for the purpose of identifying the relative importance of each task or bit of information as well as the frequency with which it was performed. Phase one of this project was completed with the tabulation of the results of the three surveys.

The exploration of a large number of possibilities for the utilization of this material was beyond the scope of this project.

However, a one-week conference was held from August 4-8, 1975, for the purpose of assisting present vocational school administrators in improving their administrative skills and to provide new administrators with the background necessary for assuming their duties in the fall. Fifteen vocational administrators representing both area vocational-technical schools and local systems participated in a variety of activities organized around the topics of program planning and organization, public relations, placement and follow-up, evaluation, and professional improvement. The conference, which was rated a success by the participants, utilized experienced practicing vocational administrators to conduct each session.

The potential value of this project, however, lies in the continued and imaginative use of the identified administrative tasks and related information. A few possibilities are presented below.

Recommendations

As a result of the type of information and experiences gained from the project, the following recommendations are made for the utilization of this material.

1. To determine which tasks and information topics are peculiar to specific administrative positions.
2. To determine if personnel are performing all tasks required of them or if there are other tasks which should be introduced.
3. To develop plans for self-evaluation.
4. To provide content for up-dating existing curricula for training new personnel.

5. To provide content for up-dating personnel already employed.
6. To provide content for additional inservice and preservice conferences.

APPENDIX A

INFORMATION RELATING TO CONFERENCE FOR SELECTED SUPERINTENDENTS OF AREA VOCATIONAL-TECHNICAL SCHOOLS

MIDDLE TENNESSEE STATE UNIVERSITY

MURFREESBORO, TENNESSEE 37130

OFFICE OF VOCATIONAL-TECHNICAL EDUCATION

TELEPHONE: (615) 898-2613

August 27, 1974

Mr. Burton Ingram, Superintendent
Crossville State Area Vocational-Technical School
P. O. Box 725
Crossville, Tennessee 38555

Dear Mr. Ingram:

You are invited to attend and participate in a two-day conference (either in Nashville or Murfreesboro) on Tuesday and Wednesday, October 8 and 9, 1974. Your expenses will be paid by Middle Tennessee State University under a grant provided by the Division of Vocational and Technical Education.

Detailed information on location, motel reservation, and transportation to and from the airport will be sent to you later. A copy of the project proposal is enclosed for your information.

The purpose of the conference is to draw upon your knowledge and experience as a vocational school administrator to determine content for future courses, workshops and programs for administrators and supervisory personnel.

Your acceptance and participation in this conference will be of tremendous value to the continued development of the total program of Vocational-Technical Education in Tennessee. I hope you can attend and request that you let me know by returning the enclosed card by September 6, 1974.

Sincerely yours,

Charlie M. Dunn
Director

jt

Enclosure

cc: Mr. Maurice Jackson
Mr. Guy Wilmoth

CONFERENCE PARTICIPANTS

Mr. Clarence Breeding, Superintendent
Jacksboro State Area
Vocational-Technical School
Route 1
Jacksboro, TN 37757

Mr. James Crain, Superintendent
Hohenwald State Area
Vocational-Technical School
P. O. Box 163
Hohenwald, TN 38462

Mr. Jonah Fitch, Superintendent
McMinnville State Area
Vocational-Technical School
Highway 70 South
McMinnville, TN 37110

Mr. Burton Ingram, Superintendent
Crossville State Area
Vocational-Technical School
P. O. Box 725
Crossville, TN 38555

Mr. Farrell Kennedy, Superintendent
Harriman State Area
Vocational-Technical School
P. O. Box 585
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Mr. Guy Kirk, Superintendent
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Pulaski State Area
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Athens State Area
Vocational-Technical School
P. O. Box 148
Athens, TN 37303

Mr. Dean Ward, Superintendent
Hartsville State Area
Vocational-Technical School
Highway 25 East
Hartsville, TN 37074

AV-TS Superintendents' Conference

Ramada Inn

Murfreesboro, Tennessee

October 8-9, 1974

Conference Purpose: To Determine Performance Tasks of AV-TS Superintendents

Conference Director: Charlie M. Dunn

Conference Leader: Dr. S. B. Keathley

S C H E D U L E

October 7	Travel
6:00 p.m.	Dinner Meeting and Conference Briefing
October 8	
7:00 a.m.	Breakfast
8:30 - 11:30 a.m.	Conference
11:30 a.m.	Lunch
1:00 - 4:00 p.m.	Conference
October 9	Same schedule as first day to 3:00 p.m. adjournment

APPENDIX B

SAMPLE FORMAT OF SURVEY INSTRUMENTS FOR SUPERINTENDENTS OF AREA VOCATIONAL-TECHNICAL SCHOOLS

MIDDLE TENNESSEE STATE UNIVERSITY

MURFREESBORO, TENNESSEE 37130

OFFICE OF VOCATIONAL-TECHNICAL EDUCATION

TELEPHONE: (615) 898-2613

MEMORANDUM

TO: Area Vocational-Technical School Superintendents

FROM: Charlie M. Dunn, Director
Vocational-Technical Education
Middle Tennessee State University

SUBJECT: Project - Determining Teaching Content

DATE: March 12, 1975

Under an approved project to determine teaching content for vocational school administrators, twelve superintendents participated in a two-day workshop here at Middle Tennessee State University. This conference was held on October 8 and 9, 1974. The work of that group resulted in identification of twenty functions which are listed in Form 3a of the enclosed material.

A list of sixty-six specific activities have been identified as tasks normally performed by vocational school administrative personnel including local directors of vocational education. These activities are also included in the enclosed material.

I am soliciting your assistance and help in accomplishing the following:

1. Determine the relative importance of each of the sixty-six identified activities. Form 1, consisting of five pages, has been prepared as a check sheet so that you may read each activity and check in the appropriate place its relative importance in the work of a vocational school administrator.

2. It is also of importance to us to determine the frequency of performance of the sixty-six activities. Form 2, consisting of five pages, is to be used as a check sheet to determine the frequency of the listed activities. Simply check in the appropriate space your opinion as to the frequency each of the activities are performed by you as an administrator.

3. The third and final request is that you review the twenty functions which are listed on Form 3a with an assigned function number. Using this listing as a reference list, please enter the number of the appropriate function on Form 3b so as to classify each of the activities by function. As an example, on Form 3b, item 3 identifies the activity to promote and demonstrate good public relations. You are requested to enter the appropriate function number under which this activity should be listed.

I realize that this will take some time, but I also feel that it is of importance to the development of appropriate courses, workshops, conferences, and other activities for the further development of administrative personnel. Your fellow superintendents who participated in the two-day conference contributed in a very fine way to this project, and you have the opportunity now of helping complete it so the material may be put to use for the above stated purpose.

I would appreciate receiving your response by Tuesday, April 1, 1975. Thanking you in advance for your cooperation.

jt

VOCATIONAL SCHOOL ADMINISTRATOR SURVEY

Relative Importance of Activities

Activities	IMPORTANCE Great Importance	Much Importance	Some Importance	Little Importance	No Importance
1. Work cooperatively with local, state and federal agencies in developing local vocational programs.					
2. Keep the public informed of the vocational programs offered by the school.					
3. Promote and demonstrate good public relations.					
4. Explain goals and scope of vocational education to other school administrators and other individuals and groups.					
5. Plan and prepare the annual budget.					
6. Determine local community needs.					
7. Translate community and manpower needs into meaningful vocational programs.					
8. Work cooperatively with persons and groups in developing a total educational program.					
9. Provide for continuous evaluation of vocational programs.					
10. Plan and organize orientation for new vocational teachers.					
11. Assist in design and equipping of new facilities and/or programs.					
12. Keep up to date on new occupational teaching materials and methods.					

VOCATIONAL SCHOOL ADMINISTRATOR SURVEY

Frequency of Performance of Activities

Activities	Activity is Performed	Frequently	Occasionally	Seldom	Never
1. Work cooperatively with local, state, and federal agencies in developing local vocational programs.					
2. Keep the public informed of the vocational programs offered by the school.					
3. Promote and demonstrate good public relations.					
4. Explain goals and scope of vocational education to other school administrators and other individuals and groups.					
5. Plan and prepare the annual budget.					
6. Determine local community needs.					
7. Translate community and manpower needs into meaningful vocational programs.					
8. Work cooperatively with persons and groups in developing a total educational program.					
9. Provide for continuous evaluation of vocational programs.					
10. Plan and organize orientation for new vocational teachers.					
11. Assist in design and equipping of new facilities and/or programs.					
12. Keep up to date on new occupational teaching materials and methods.					
13. Prepare annual and long-range goals of programs.					

VOCATIONAL SCHOOL ADMINISTRATOR SURVEY

List of Identified Functions

Function Number	Function
1	Organizational
2	Management
3	Administrative
4	Supervisory
5	Public Relations
6	Fiscal
7	Evaluation
8	Record Keeping
9	Promotional
10	Planning
11	Consultation
12	Communication
13	Recruitment
14	Placement
15	Follow-up
16	Personnel Development
17	Professional Improvement
18	Guidance and Counseling
19	Research

VOCATIONAL SCHOOL ADMINISTRATOR SURVEY

Classification of Activities by Function

Activities	Enter number of appropriate function
1. Work cooperatively with local, state, and federal agencies in developing local vocational programs.	
2. Keep the public informed of the vocational programs offered by the school.	
3. Promote and demonstrate good public relations.	
4. Explain goals and scope of vocational education to other school administrators and other individuals and groups.	
5. Plan and prepare the annual budget.	
6. Determine local community needs.	
7. Translate community and manpower needs into meaningful vocational programs.	
8. Work cooperatively with persons and groups in developing a total educational program.	
9. Provide for continuous evaluation of vocational programs.	
10. Plan and organize orientation for new vocational teachers.	
11. Assist in design and equipping of new facilities and/or programs.	
12. Keep up to date on new occupational teaching materials and methods.	

APPENDIX C

SUPERINTENDENTS OF AREA VOCATIONAL-TECHNICAL SCHOOLS PARTICIPATING IN THE SURVEY

SUPERINTENDENTS - SURVEY PARTICIPANTS

Mr. Robert Barnett
Athens State Area
Vocational-Technical School
P. O. Box 148
Athens, TN 37303

Mr. James Bibb
Covington State Area
Vocational-Technical School
P. O. Drawer B
Covington, TN 38019

Mr. Aris G. Blakley
Oneida State Area
Vocational-Technical School
P. O. Box 407
Oneida, TN 37841

Mr. Clarence Breeding
Jacksboro State Area
Vocational-Technical School
Route 1
Jacksboro, TN 37757

Mr. James C. Crain
Hohenwald State Area
Vocational-Technical School
P. O. Box 168
Hohenwald, TN 38462

Mr. H. T. Crim
Newburn State Area
Vocational-Technical School
Highway 51, North
Newburn, TN 38059

Mr. Lacy Downey
Paris State Area
Vocational-Technical School
Harding Road
Paris, TN 38242

Mr. J. G. Eichholz
Memphis State Area
Vocational-Technical School
620 Mosby Avenue
Memphis, TN 38105

Mr. Jonah Fitch
McMinnville State Area
Vocational-Technical School
Highway 70, South
McMinnville, TN 37110

Mr. Tommy G. Hall
Ripley State Area
Vocational-Technical School
South Industrial Park
Ripley, TN 38063

Mr. Burton Ingram
Crossville State Area
Vocational-Technical School
P. O. Box 725
Crossville, TN 38555

Mr. Robert Ivy
Dickson State Area
Vocational-Technical School
Highway 46
Dickson, TN 37055

Mr. James Jobe
Shelbyville State Area
Vocational-Technical School
P. O. Box 164
Shelbyville, TN 37160

Mr. Farrell Kennedy
Harriman State Area
Vocational-Technical School
P. O. Box 585
Harriman, TN 37748

Mr. Guy Kirk
McKenzie State Area
Vocational-Technical School
Highway 22, North
McKenzie, TN 38201

Mr. Delbert Kitts
Knoxville State Regional
Vocational-Technical School
1100 Liberty Street
Knoxville, TN 37919

Mr. W. B. Long
Pulaski State Area
Vocational-Technical School
P. O. Box 271
Pulaski, TN 38478

Mr. Ralph Mitchell
Chattanooga State Area
Vocational-Technical School
4401 Amnicola Highway
Chattanooga, TN 37406

Mr. John Neece
Elizabethton State Area
Vocational-Technical School
Arney Street
Elizabethton, TN 37643

Mr. James Pierce
Tri-Cities State Regional
Vocational-Technical School
P. O. Box 246
Blountville, TN 37167

Mr. Jack Sandlin
Nashville State Area
Vocational-Technical School
100 White Bridge Road
Nashville, TN 37209

Mr. Eugene Smith
Morristown State Area
Vocational-Technical School
P. O. Box 130
Morristown, TN 37814

Mr. Thomas J. Smith
Livingston State Area
Vocational-Technical School
Airport Road
Livingston, TN 38570

Mr. Dean Ward
Hartsville State Area
Vocational-Technical School
Highway 25, East
Hartsville, TN 37074

APPENDIX D

INFORMATION RELATING TO CONFERENCE FOR SELECTED ASSISTANT SUPERINTENDENTS OF AREA VOCATIONAL-TECHNICAL SCHOOLS

MIDDLE TENNESSEE STATE UNIVERSITY

MURFREESBORO, TENNESSEE 37130

OFFICE OF VOCATIONAL-TECHNICAL EDUCATION

TELEPHONE (615) 898-2613

March 24, 1975

Mr. Kenneth Warren
Assistant Superintendent
McKenzie Area Vocational-Technical School
Highway 22, North
McKenzie, Tennessee 38201

Dear Mr. Warren:

Upon the recommendation of Mr. Maurice Jackson and his staff, I am pleased to invite you to participate in a two-day conference here in Murfreesboro on Tuesday and Wednesday, April 22 and 23, 1975.

Your expenses will be paid by Middle Tennessee State University under a grant provided by the Division of Vocational and Technical Education.

Detailed information on location, motel reservations and other matters will be sent you later. A copy of the project proposal is enclosed for your information.

The purpose of the conference is to draw upon your knowledge and experience as a vocational school administrator's assistant to determine teaching content for future courses, workshops, and programs for administrative and supervisory personnel.

Your acceptance of this invitation to participate in this conference will be of tremendous value to the continued development of the total program of Vocational-Technical Education in Tennessee. I hope you can attend and request that you let me know by returning the enclosed card by April 4, 1975.

Sincerely,

Charlie M. Dunn
Director

jt

Enclosures

CONFERENCE PARTICIPANTS

Mr. Milton Dickerson
Hartsville State Area
Vocational-Technical School
Highway 25 East
Hartsville, TN 37074

Mr. Eldie Dickey
Athens State Area
Vocational-Technical School
P. O. Box 148
Athens, TN 37303

Mr. Walter T. Fletcher, Jr.
Covington State Area
Vocational-Technical School
P. O. Drawer B
Covington, TN 38019

Mr. Tommy Haws
Tri-Cities State Area
Vocational-Technical School
P. O. Box 246
Blountville, TN 37617

Mr. Edd Helton
Chattanooga State Area
Vocational-Technical School
4401 Amnicola Highway
Chattanooga, TN 37406

Mr. Lonnie Hyder
Elizabethton State Area
Vocational-Technical School
Arney Street
Elizabethton, TN 37643

Mr. Charles Nunley
McMinnville State Area
Vocational-Technical School
Highway 70 South
McMinnville, TN 37110

Mr. Jerry Sampley
Livingston State Area
Vocational-Technical School
Airport Road
Livingston, TN 38570

Mr. Wallace E. Sexton
Newbern State Area
Vocational-Technical School
Highway 51, North
Newbern, TN 38059

Mr. Henry H. Sims
Pulaski State Area
Vocational-Technical School
P. O. Box 271
Pulaski, TN 38478

Mr. Kenneth Warren
McKenzie State Area
Vocational-Technical School
Highway 22, North
McKenzie, TN 38201

MIDDLE TENNESSEE STATE UNIVERSITY

MURFREESBORO, TENNESSEE 37130

OFFICE OF VOCATIONAL-TECHNICAL EDUCATION

TELEPHONE: (615) 898-2613

AV-TS Assistant Superintendent's Conference

Ramada Inn
Murfreesboro, Tennessee
April 22-23, 1975

Conference Purpose: To determine performance duties and tasks of AV-TS Assistant Superintendents

Conference Director: Charlie M. Dunn

S C H E D U L E

April 21		Travel
	6:00 p.m.	Dinner
April 22		
	7:00 a.m.	Breakfast
	8:30 - 11:30 a.m.	Conference (Room 222)
	11:30 a.m.	Lunch
	1:00 - 4:00 p.m.	Conference
April 23		Same schedule as first day to 3:00 p.m. adjournment

APPENDIX E

'AMPLE FORMATS OF SURVEY INSTRUMENTS FOR ASSISTANT SUPERINTENDENTS OF AREA VOCATIONAL-TECHNICAL SCHOOLS

MIDDLE TENNESSEE STATE UNIVERSITY

MURFREESBORO, TENNESSEE 37130

OFFICE OF VOCATIONAL-TECHNICAL EDUCATION

TELEPHONE (615) 898-2611

MEMORANDUM

TO: Assistant Superintendents of Area Vocational-Technical Schools

FROM: Charlie M. Dunn, Director
Vocational-Technical Education
Middle Tennessee State University

SUBJECT: Project - Determining Teaching Content

DATE: June 25, 1975

Under an approved project to determine teaching content for assistant vocational school administrators, twelve assistant superintendents participated in a two-day workshop here in Murfreesboro. This conference was held on April 22 and 23, 1975. The work of that group resulted in identification of some eleven areas of activity and 139 specific activities. The list of 139 activities have been identified as tasks normally performed by assistant superintendents.

I am soliciting your assistance and help in accomplishing the following:

1. Determine the relative importance of each of the 139 identified activities. Form I has been prepared as a check sheet so that you may read each activity and check in the appropriate place its relative importance in the work of an assistant superintendent.

2. It is also of importance to us to determine the frequency of performance of the 139 activities. Form II is to be used as a check sheet to determine the frequency of performance of listed activities. Simply check in the appropriate space your opinion as to the frequency each of the activities are performed by you as an assistant.

I realize that this will take some time, but I also feel that it is of importance to the development of appropriate courses, workshops, conferences, and other activities for the further development of administrative personnel. Your fellow workers who participated in the two-day conference contributed in a very fine way to this project and you have the opportunity now of helping complete it so that the material may be put to use for the above stated purpose.

I would appreciate receiving your response by July 25, 1975. Thanking you in advance for your cooperation.

mh

VOCATIONAL SCHOOL ADMINISTRATOR SURVEY

(Assistant Superintendents)

Relative Importance of Activities

Activities	IMPORTANCE	Great Importance	Much Importance	Some Importance	Little Importance	No Importance
PLANNING DUTIES						
1. Plan new instructional programs.						
2. Develop long range program plans.						
3. Plan facilities in which to house programs.						
4. Prepare for purchase of supplies and equipment.						
5. Plan in-service activities for teachers.						
6. Prepare instruments and plan techniques for determining business and industrial needs.						
7. Outline, organize, and plan self-study for regional accreditation.						
ADMINISTRATION OF EVENING SCHOOL						
1. Serve as administrator of the evening school.						
2. Interview and recommend prospective instructors.						
3. Communicate with business and industry.						
4. Work with individuals and groups to develop course outlines.						
5. Prepare proposals for new courses.						

VOCATIONAL SCHOOL ADMINISTRATOR SURVEY

(Assistant Superintendents)

Frequency of Performance of Activities

Activities	Activity is Performed	Frequently	Occasionally	Seldom	Never
PLANNING DUTIES					
1. Plan new instructional programs.					
2. Develop long range program plans.					
3. Plan facilities in which to house programs.					
4. Prepare for purchase of supplies and equipment.					
5. Plan in-service activities for teachers.					
6. Prepare instruments and plan techniques for determining business and industrial needs.					
7. Outline, organize, and plan self-study for regional accreditation.					
ADMINISTRATION OF EVENING SCHOOL					
1. Serve as administrator of the evening school.					
2. Interview and recommend prospective instructors.					
3. Communicate with business and industry.					
4. Work with individuals and groups to develop course outlines.					
5. Prepare proposals for new courses.					
6. Initiate requests for supplies.					

APPENDIX F

ASSISTANT SUPERINTENDENTS OF AREA VOCATIONAL-TECHNICAL SCHOOLS PARTICIPATING IN THE SURVEY

ASSISTANT SUPERINTENDENTS - SURVEY PARTICIPANTS

Mr. Vernon Akins
Jackson State Area
Vocational-Technical School
McKellar Field
Jackson, TN 38301

Mr. Robert Booker
Dickson State Area
Vocational-Technical School
Highway 46
Dickson, TN 37055

Mr. James Curde
Elizabethton State Area
Vocational-Technical School
Arney Street
Elizabethton, TN 37643

Mr. Clifford E. Davis
Knoxville State Area
Vocational-Technical School
1100 Liberty Street
Knoxville, TN 37919

Mr. Eldie L. Dickey
Athens State Area
Vocational-Technical School
P. O. Box 148
Athens, TN 37303

Mr. Donald Dillon
Crossville State Area
Vocational-Technical School
P. O. Box 725
Crossville, TN 38555

Mr. David Easterly
Morristown State Area
Vocational-Technical School
P. O. Box 130
Morristown, TN 37814

Mr. Walter T. Fletcher, Jr.
Covington State Area
Vocational-Technical School
P. O. Drawer B
Covington, TN 38109

Mr. Robert L. Garner
Knoxville State Area
Vocational-Technical School
1100 Liberty Street
Knoxville, TN 37919

Mr. Coy E. Gibson
Chattanooga State Area
Vocational-Technical School
4401 Amnicola HIghway
Chattanooga, TN 37406

Mr. Tommy Haws
Tri-Cities State Area
Vocational-Technical School
P. O. Box 246
Blountville, TN 37617

Mr. Edd Helton
Chattanooga State Area
Vocational-Technical School
4401 Amnicola HIghway
Chattanooga, TN 37406

Mr. Robert Holden
Shelbyville State Area
Vocational-Technical School
P. O. Box 164
Shelbyville, TN 37160

Mr. Lonnie Hyder
Elizabethton State Area
Vocational-Technical School
Arney Street
Elizabethton, TN 37643

Mr. Charles Jerrell
Tri-Cities State Area
Vocational-Technical School
P. O. Box 246
Blountville, TN 37617

Mr. James Lane
Jacksboro State Area
Vocational-Technical School
Route 1
Jacksboro, TN 37757

Mr. Jack R. Mitchell
Knoxville State Area
Vocational-Technical School
1100 Liberty Street
Knoxville, TN 37919

Mr. Ronald Norman
Morristown State Area
Vocational-Technical School
P. O. Box 130
Morristown, TN 37814

Mr. Charles Nunley
McMinnville State Area
Vocational-Technical School
Highway 70 South
McMinnville, TN 37110

Mr. Hardy Pitts
Savannah State Area
Vocational-Technical School
Highway 64 West
Crump, TN 38327

Mr. Robert K. Roney, Jr.
Hohenwald State Area
Vocational-Technical School
P. O. Box 168
Hohenwald, TN 38462

Mr. Charlie F. Roy
McMinnville State Area
Vocational-Technical School
Highway 70 South
McMinnville, TN 37110

Mr. Jerry Sampley
Livingston State Area
Vocational-Technical School
Airport Road
Livingston, TN 38570

Mr. Clyde Saunders
Memphis State Area
Vocational-Technical School
620 Mosby Avenue
Memphis, TN 38105

Mr. Wallace E. Sexton
Newbern State Area
Vocational-Technical School
Highway 51, North
Newbern, TN 38059

Mr. Henry Sims
Pulaski State Area
Vocational-Technical School
P. O. Box 271
Pulaski, TN 38478

Mr. Clifton Smith
Nashville State Area
Vocational-Technical School
100 White Bridge Road
Nashville, TN 37209

Mr. Charles Stringer
Harriman State Area
Vocational-Technical School
P. O. Box 585
Harriman, TN 37748

Mr. Edward Sutton
Nashville State Area
Vocational-Technical School
100 White Bridge Road
Nashville, TN 37209

Mr. Guy Treece
Memphis State Area
Vocational-Technical School
620 Mosby Avenue
Memphis, TN 38105

Mr. William C. Waddell
Tri-Cities State Area
Vocational-Technical School
P. O. Box 246
Blountville, TN 37617

Mr. Larry R. West
Oneida State Area
Vocational-Technical School
P. O. Box 407
Oneida, TN 37841

Mr. Kenneth Warren
McKenzie State Area
Vocational-Technical School
Highway 22, North
McKenzie, TN 38201

Mr. Tracy Wooten
Jackson State Area
Vocational-Technical School
McKellar Field
Jackson, TN 38301

APPENDIX G

INFORMATION RELATING TO CONFERENCE FOR REGIONAL SUPERVISORS OF VOCATIONAL EDUCATION

MIDDLE TENNESSEE STATE UNIVERSITY

MURFREESBORO, TENNESSEE 37130

OFFICE OF VOCATIONAL-TECHNICAL EDUCATION

TELEPHONE: (615) 898-2613

May 14, 1975

Mrs. Dell Caldwell, Regional Specialist
Health Occupational Education
West Tennessee Regional Office
Vocational-Technical Education
620 Old Hickory Boulevard, Third Floor
Jackson, TN 38301

Dear Mrs. Caldwell:

Upon the recommendation of Mr. H. D. Jared, Director of Field Services, I am pleased to invite you to participate in a two-day conference here in Murfreesboro on Tuesday and Wednesday, June 24 and 25, 1975.

The purpose of the conference is to draw upon your knowledge and experience as a vocational education regional supervisor to determine teaching content for future courses, workshops, and programs for administrative and supervisory personnel.

Your expenses will be paid by Middle Tennessee State University under a grant provided by the Division of Vocational and Technical Education.

Detailed information on location, motel reservations and other matters will be sent you later. A copy of the project proposal is enclosed for your information.

Your acceptance of this invitation to particpate in this conference will be of tremendous value to the continued development of the total program of Vocational-Technical Education in Tennessee. I hope you will attend. You are requested to let me know by returning the enclosed card by Thursday, June 12, 1975.

Sincerely,

Charlie M. Dunn
Director

jt

Enclosure

cc: Mr. H. D. Jared

CONFERENCE PARTICIPANTS

Ms. Geneva Bishop
Home Economics Education
East Tennessee Regional Office
813 Broadway at Gill
Knoxville, TN 37917

Mr. Ed Black
Distributive Education
West Tennessee Regional Office
620 Old Hickory Boulevard
Jackson, TN 38301

Ms. Dell Caldwell
Health Occupations Education
West Tennessee Regional Office
620 Old Hickory Boulevard
Jackson, TN 38301

Mr. Joe Casteel
Trade and Industrial Education
West Tennessee Regional Office
620 Old Hickory Boulevard
Jackson, TN 38301

Mr. William Coley
Agricultural Education
Middle Tennessee Regional Office
Building 307, 11th Avenue
Smyrna, TN 37167

Mr. Richard Davis
Office Occupations Education
Middle Tennessee Regional Office
Building 307, 11th Avenue
Smyrna, TN 37167

Mr. Dennis Hirsch
Industrial Arts
West Tennessee Regional Office
620 Old Hickory Boulevard
Jackson, TN 38301

Mr. John Jackson
Distributive Education
East Tennessee Regional Office
813 Broadway at Gill
Knoxville, TN 37917

Mr. Ray Jones
Agricultural Education
East Tennessee Regional Office
813 Broadway at Gill
Knoxville, TN 37917

Ms. Katherine Laster
Office Occupations Education
East Tennessee Regional Office
813 Broadway at Gill
Knoxville, TN 37917

Mr. W. H. Mathis
Trade and Industrial Education
Middle Tennessee Regional Office
Building 307, 11th Avenue
Smyrna, TN 37167

Ms. Jean Sharp
Home Economics Education
Middle Tennessee Regional Office
Building 307, 11th Avenue
Smyrna, TN 37167

MIDDLE TENNESSEE STATE UNIVERSITY

MURFREESBORO, TENNESSEE 37130

OFFICE OF VOCATIONAL TECHNICAL EDUCATION

TELEPHONE (615) 898 2613

REGIONAL SUPERVISORS' CONFERENCE

Middle Tennessee State University
Murfreesboro, Tennessee
June 24-25, 1975

Conference Purpose: To determine performance duties and tasks of Regional Supervisory Personnel

Conference Director: Charlie M. Dunn

Conference Leader: Dr. S. B. Keathley

S C H E D U L E

June 23	Travel
June 24	Breakfast
9:00 - 12:00 a.m.	Conference Student Union Building Dining Room B
12:00 noon	Lunch Dining Room A
1:00 - 4:00 p.m.	Conference Student Union Building Dining Room B
June 25	Same schedule as first day to 3:00 p.m. adjournment

APPENDIX H

SAMPLE FORMAT OF SURVEY INSTRUMENTS FOR REGIONAL SUPERVISORS OF VOCATIONAL EDUCATION

MIDDLE TENNESSEE STATE UNIVERSITY

MURFREESBORO, TENNESSEE 37130

OFFICE OF VOCATIONAL-TECHNICAL EDUCATION

TELEPHONE (615) 898-2611

M E M O R A N D U M

TO: Regional Supervisors of Vocational-Technical Education

FROM: Charlie M. Dunn, Director
Vocational-Technical Education
Middle Tennessee State University

SUBJECT: Project - Determining Teaching Content

DATE: July 7, 1975

Under an approved project to determine teaching content for regional supervisors of vocational education, twelve regional supervisors participated in a two-day workshop here in Murfreesboro. This conference was held on June 24 and 25, 1975. The work of that group resulted in identification of some 52 specific activities. The list of 52 activities has been identified as tasks normally performed by regional supervisors.

I am soliciting your assistance and help in accomplishing the following:

1. Determine the relative importance of each of the 52 identified activities. Form I has been prepared as a check sheet so that you may read each activity and check in the appropriate place its relative importance in the work of a regional supervisor.

2. It is also of importance to us to determine the frequency of performance of the 52 activities. Form II is to be used as a check sheet to determine the frequency of performance of listed activities. Simply check in the appropriate space your opinion as to the frequency each of the activities are performed by you as a supervisor.

I realize that this will take some time, but I also feel that it is of importance to the development of appropriate courses, workshops, conferences, and other activities for the further development of supervisory personnel. Your fellow workers who participated in the two-day conference contributed in a very fine way to this project, and you have the opportunity now of helping complete it so that the material may be put to use for the above stated purpose.

I would appreciate receiving your response by August 4, 1975. Thanking you in advance for your cooperation.

mh

VOCATIONAL REGIONAL SUPERVISOR SURVEY

Relative Importance of Activities

The regional supervisor of vocational-technical education in Tennessee is employed by the State Board for Vocational-Technical Education. The primary purpose of this person is to provide leadership and services to local education agencies that will maintain and improve instruction of vocational-technical programs.

The vocational supervisor is vitally concerned with personnel development and teacher certification; curriculum development, planning, organizing, and implementing vocational programs and facilities; vocational student organization; and evaluation.

Specific activities relating to these areas are:

Activities	Importance	Great Importance	Much Importance	Some Importance	Little Importance	No Importance
1. Assist with the planning, organizing, and implementing of vocational programs according to the provisions of the Tennessee State Plan for Vocational Education.						
2. Work with local, state, and national personnel in organizing and developing vocational student organizations and activities.						
3. Assist local administrators and instructional personnel with the interpretation of the rules, regulations, and minimum standards of the State Board for Vocational Education.						
4. Give assistance in the promotion and organization of local advisory committees.						

VOCATIONAL REGIONAL SUPERVISOR SURVEY

Frequency of Performance of Activities

Activities	Activity is Performed	Frequently	Occasionally	Seldom	Never
1. Assist with the planning, organizing, and implementing of vocational programs according to the provisions of the Tennessee State Plan for Vocational Education.					
2. Work with local, state, and national personnel in organizing and developing vocational student organizations and activities.					
3. Assist local administrators and instructional personnel with the interpretation of the rules, regulations, and minimum standards of the State Board for Vocational Education.					
4. Give assistance in the promotion and organization of local advisory committees.					
5. Orient local administrators, supervisors, and guidance counselors to the purpose of the program.					
6. Assist local and state agencies in determining the vocational student needs and manpower training requirements.					
7. Prepare curriculum guides and other curriculum aids for various subjects and grade levels.					
8. Interpret and clarify teacher certification requirements for vocational personnel.					
9. Establish a functional relationship with other groups in and out of schools.					
10. Assist local administrators in developing local contracts, proposals, and grants.					
11. Develop and disseminate instructional materials.					
12. Consult with teacher educators in identifying materials, methods, techniques, and procedures for successful teaching.					

APPENDIX I

REGIONAL SUPERVISORS OF VOCATIONAL EDUCATION

PARTICIPATING IN THE SURVEY

REGIONAL SUPERVISORS - SURVEY PARTICIPANTS

Mr. Ralph W. Barnett
Agricultural Education
West Tennessee Regional Office
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Mrs. Geneva Bishop
Home Economics Education
East Tennessee Regional Office
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Knoxville, TN 37917

Mr. H. E. Black
Distributive Education
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620 Old Hickory Boulevard
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Mrs. Dell Caldwell
Health Occupations Education
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Mr. Joe L. Casteel
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Mrs. Pauline Crick
Health Occupations
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Smyrna, TN 37167

Mr. Richard E. Davis
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Mr. Joe E. Hill
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Mr. Dennis Hirsch
Industrial Arts
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Mrs. Helen Hutchison
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APPENDIX J

VOCATIONAL SCHOOL ADMINISTRATORS CONFERENCE PARTICIPANTS

CONFERENCE PARTICIPANTS

Mr. Robert L. Bearden
Vocational Director
McNairy County School System
Selmer, TN 38375

Mr. Clarence H. Breeding
Superintendent
Jacksboro State Area
Vocational-Technical School
Jacksboro, TN 37757

Mr. H. T. Crim
Superintendent
Newbern State Area
Vocational-Technical School
Highway 51, North
Newbern, TN 38059

Mr. Maxie Garrett
Superintendent
Pickett County Schools
Byrdstown, TN 38549

Mr. Bobby Holden
Assistant Superintendent
Shelbyville State Area
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Shelbyville, TN 37160

Mr. Charles Hughey
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Metro Nashville
2424 Dundee Lane
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Mr. A. Burton Ingram
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Crossville, TN 38555

Mr. James N. Jobe
Superintendent
Shelbyville State Area
Vocational-Technical School
Shelbyville, TN 37160

Mr. Farrell W. Kennedy
Superintendent
Harriman State Area
Vocational-Technical School
Harriman, TN 37748

Mr. William B. Long
Superintendent
Pulaski State Area
Vocational-Technical School
Pulaski, TN 38478

Mr. Ralph B. Mitchell
Superintendent
Chattanooga State Area
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Mr. John H. Neece
Superintendent
Elizabethton State Area
Vocational-Techical School
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Mr. Jimmy Smithson
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Sequoyah Vocational-Technical
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APPENDIX K

VOCATIONAL SCHOOL ADMINISTRATORS CONFERENCE

AGENDA AND PRESENTERS

VOCATIONAL SCHOOL ADMINISTRATORS CONFERENCE

August 4-8, 1975

A G E N D A

Monday, August 4

8:00 a.m. - 12:00 Noon FIRST SESSION Dr. James Lorenz, Chairman

Conference Overview: Mr. Charlie M. Dunn, Director, Vocational Education, Middle Tennessee State University

9:00 a.m. Organizational Meeting of All Participants

12:00 Noon - 1:00 p.m. LUNCH

1:00 p.m. - 4:30 p.m. SECOND SESSION Dr. James Lorenz, Chairman

Welcome: Dr. E. S. Voorhies, Dean of the School of Basic and Applied Sciences

Dr. Jack Carlton, Vice President for Academic Affairs

Remarks: Mr. Jonah Fitch, Assistant Commissioner for Vocational-Technical Education

Effective Use of a General Advisory Committee, Mr. Edward L. Weld, Director, Nashville State Technical Institute

Break 2:45 - 3:00 p.m.

ADMINISTRATION AND SUPERVISION

Principles of Administration and Supervision, Dr. S. B. Keathley

Questions and Answers

Group Identification of Administrative and Supervision Problems

ADJOURN

NOTES:

Tuesday, August 5

8:00 a.m. - 12:00 Noon THIRD SESSION

ADMINISTRATION AND SUPERVISION (Continued)

Problem Solving (Small Group)

Small Group Reports

Break 10:00 - 10:15 a.m.

Group Planning for an Advisory Committee Meeting, Dr. James Lorenz

12:00 Noon - 1:00 p.m. LUNCH

1:00 p.m. - 4:30 p.m. FOURTH SESSION

PLANNING AND ORGANIZATION

Program Development

Break 2:45 - 3:00 p.m.

ADMINISTRATION AND SUPERVISION (Continued)

States Services, Mr. H. D. Jared, Coordinator, Field Services.
Mr. Maurice Jackson, Director, State Area Vocational-Technical Schools

Questions and Answers

ADJOURN

NOTES:

Wednesday, August 6

8:00 a.m. - 12:00 Noon FIFTH SESSION

ADMINISTRATION AND SUPERVISION (Continued)

State Budgeting Policies and Procedures, Mr. Tom Hinson, Director, Fiscal Affairs, State Division of Vocational Education

Institutional Budgeting and Management, Mr. Dean Ward, Superintendent, Hartsville State Area Vocational-Technical School

Break 10:00 - 10:15 a.m.

PLANNING AND ORGANIZATION (Continued)

Utilizing Community Resources, Mr. James Pierce, Superintendent, Tri-Cities State Area Vocational-Technical School

Discussion

12:00 Noon - 1:00 p.m. LUNCH

1:00 p.m. - 4:30 p.m. SIXTH SESSION

ADMINISTRATION AND SUPERVISION (Continued)

Supervision of Instruction, Mr. Guy R. Kirk, Superintendent, McKenzie State Area Vocational-Technical School

Discussion

Break 2:45 - 3:00 p.m.

Case Studies, Dr. James Lorenz

ADJOURN

NOTES:

Thursday, August 7

8:00 a.m. - 12:00 Noon SEVENTH SESSION

ADMINISTRATION AND SUPERVISION (Continued)

Research Coordinating Unit--Materials and Services, Mrs. Dee Wilder, Information Specialist, RCU

Instructional Materials, Dr. James Lorenz, and Mr. Charlie M. Dunn

Reactors

Break 10:00 - 10:15 a.m.

PUBLIC RELATIONS

Effective Public Relations Activities, Ms. Martha Henegar, Director of Public Relations, Nashville State Technical Institute

Group Planning of a Timetable for a Public Relations Program

12:00 Noon - 1:00 p.m. LUNCH

1:00 p.m. - 4:30 p.m. EIGHTH SESSION

PLANNING SESSION

Group Planning for an Advisory Committee Meeting

Group Planning of Public Relations Timetable

Break 2:45 - 3:00 p.m.

Advisory Committee Meeting (Role Play)

Critique, Mr. Charlie M. Dunn and Dr. S. B. Keathley

ADJOURN

NOTES:

Friday, August 8

8:00 a.m. - 12:00 Noon NINTH SESSION

PLACEMENT AND FOLLOW-UP

State Record System--Area Vocational-Technical Schools, Mr. Paul Robertson, Specialist II, AV-TS

State Record System--Secondary Schools, Mr. Ralph Brown, Research Assistant, Research Coordinating Unit, and Mrs. Dee Wilder

Questions and Answers

Break 10:00 - 10:15 a.m.

EVALUATION

Instructional Program Evaluation, Mr. William M. Harrison, Executive Director, State Advisory Council

Institutional Self-Study and Accreditation, Mr. Robert Evans, State Area Vocational-Technical Schools

Questions and Answers

12:00 Noon - 1:00 p.m. LUNCH

1:00 p.m. - 4:30 p.m. TENTH SESSION

PROFESSIONAL IMPROVEMENT

Personal Improvement of Administrators and Staff, Dr. R. B. Daniels, Chief, Postsecondary Vocational and Technical Education

Discussion--Reactors

Report of Public Relations Timetable

Break 2:45 - 3:00 p.m.

Conference Evaluation, Dr. James Lorenz

ADJOURN

NOTES:

CONFERENCE PRESENTERS

Mr. Ralph Brown, Research Assistant
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Mr. Tom Hinson, Director
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Mr. Maurice Jackson, Director
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APPENDIX L

DAILY CONFERENCE EVALUATION FORM SUMMARIES

CONFERENCE EVALUATION FORM

Session Number 1 Conference Overview

Overall, this session was:

Excellent	4
Very Good	5
Good	3
Fair	2
Poor	0

Comments:

Feel that today was organizational.

This session seemed a little slow, however, I don't know how to improve it unless closed scheduling.

The goals and procedures for this conference are:

Very Clear	10
Reasonably Clear	3
Unclear	0

Session Number 2 Introduction to Administration and Supervision

Overall, this session was:

Excellent	5
Very Good	7
Good	2
Fair	0
Poor	0

In my present position, the material presented during this session will be:

Very Useful	11
Somewhat Useful	2
Not Useful	1

Comments:

I will take a new look at my general advisory committee, keeping in mind the information obtained. I feel I will be able to do a better job.

Advisory Council presentation excellent.

Up to this point has the conference lived up to your expectations?

Yes	12
No	1
Undecided	1

If no or undecided what suggestions do you have for improving the conference?

More for local directors.

Session Number 3 — Problem Identification and Solving

Overall, this session was:

Excellent	2
Very Good	10
Good	1
Fair	1
Poor	0

Comments:

We have identified several problems but so far no solutions.

In my present position, the material presented during this session will be:

Very Useful	6
Somewhat Useful	7
Not Useful	1

Session Number 4 — Group Planning for Advisory Committee Meeting State Services

Overall, this session was:

Excellent	5
Very good	5
Good	2
Fair	1
Poor	0

Comments:

Good, short.

In my present position, the material presented during this session will be:

Very Useful	5
Somewhat Useful	6
Not Useful	1

Up to this point has the conference lived up to your expectations?

Yes	11
No	1
Undecided	1

If no or undecided what suggestions do you have for improving the conference?

Some attention needs to be addressed toward too much time taken on a single problem.

Session Number 5 Budgeting--Community Resources

Overall, this session was:

Excellent	3
Very Good	9
Good	1
Fair	0
Poor	0

Comments:

Presentations by outside speakers good.

In my present position, the material presented during this session will be:

Very Useful	6
Somewhat Useful	7
Not Useful	0

Session Number 6 Supervision of Instruction

Overall, this session was:

Excellent	9
Very Good	2
Good	2
Fair	0
Poor	0

Comments:

Excellent presentation by Mr. Kirk.

In my present position, the material presented during this session will be:

Very Useful	10
Somewhat Useful	2
Not Useful	1

Up to this point has the conference lived up to your expectations?

Yes	12
No	1
Undecided	0

If no or undecided what suggestions do you have for improving the conference?

Some activities that would not require sitting.

Session Number 7 RCU - Public Relations Activities

Overall, this session was:

Excellent	5
Very Good	6
Good	2
Fair	0
Poor	0

Comments:

Questions and answer session best.

In my present position, the material presented during this session will be:

Very Useful	7
Somewhat Useful	5
Not Useful	1

Session Number 8 Group Planning - Advisory Committee Meeting

Overall, this session was:

Excellent	4
Very Good	4
Good	3
Fair	1
Poor	0

Comments:

Needs more control or planning.

In my present position, the material presented during this session will be:

Very Useful	4
Somewhat Useful	7
Not Useful	2

Up to this point has the conference lived up to your expectations?

Yes	11
No	0
Undecided	1

If no or undecided what suggestions do you have for improving the conference?

Jim, you and Mr. Dunn have done an excellent job. I will be in contact with both of you.

Session Number 9 Placement and Follow-up - Evaluation

Overall, this session was:

Excellent	2
Very Good	9
Good	1
Fair	1
Poor	0

In my present position, the material presented during this session will be:

Very Useful	5
Somewhat Useful	7
Not Useful	1

Comments:

Would like for all non-teaching area vocational-technical school professional employees having the opportunity to attend near home a conference such as this.

Did the conference live up to your expectations?

Yes	13
No	0
Undecided	0

What suggestions do you have for improving the conference?

To get out of classroom if could be arranged, long week in one chair.

Tighten up the sessions where there was no control - use time tables or time allowed for delivery.

New administrators perhaps received more help than those who had been on the job for several years. However, I think all of us received information and help that was worth the time and expense involved.

In regard to duties, responsibilities and specific personal concerns, I feel that this conference has been very helpful to me as an AV-TS administrator.

Should be repeated for other individuals.

Comment:

Excellent opportunities existed for input throughout the conference.

Suggestion:

A brief outline of topics in advance would allow participants to bring other local school personnel concerns to the conference.

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